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# Nurturing Productive Giftedness

Glendora Unified School District  
GATE Program  
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Paik, S. J. (2013). Nurturing talent, creativity, and productive giftedness. In K. H. Kim, J. C. Kaufman, J. Baer, & B. Sriraman (Eds.), *Creatively gifted students are not like other gifted students* (pp. 101–119). SensePublishers.  
Paik, S. J. (2015). Educational productivity: Achieving excellence. In J. D. Wright (Ed.), *International Encyclopedia of the Social and Behavioral Sciences* (2nd ed., pp. 1–23). Oxford: Elsevier, Ltd.

## Nurturing Productive Giftedness: Presenters

**Dr. Susan J. Paik, Claremont Graduate University**

**Research Team (in alphabetical order):**

**Shirlie Mae Choe**

**Charlina Gozali**

**Anais Janoyan**

**Tammy Johnson**

**Kenya Marshall-Harper**

**Christine Whang**

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## Purpose & Goals:

- Understand what is “**Productive Giftedness**” & its importance
- Delineate the **key factors** in the **Productive Giftedness Model**
- Present research on the **Home, Motivation, Mentors, & Peers**
- Highlight **common factors & traits** of high-achieving individuals
- Reinforce “what you know” through a **research lens**
- Provide **research-based recommendations**

## Common Trait of High-Achievers: “Productive Giftedness”

- **What is Productive Giftedness?**
  - Defined as **excellence & mastery** in one’s field
  - Ability to **move beyond potential** to “**Productive Outcomes**”
    - **NOT just potential** → achievement, accomplishment, eminence
- “**Productive**” + “**Giftedness**” = **Effort + Ability** (Paik, 2013)

## About the Productive Giftedness Model (Paik, 2013)

### Origin & Development of PGM

- **Based on Past & Current Research**
  - **Quantitative Research - International Comparative Studies** (large-scale)
    - World Class Ed Systems → Expertise & Talent
  - **Qualitative Research**
    - Interviews
    - Videographic Research
    - Biographical Studies
    - Case Studies
  - **“Meta-Literature” Analysis & Synthesis (n=1,000+ studies, other)**

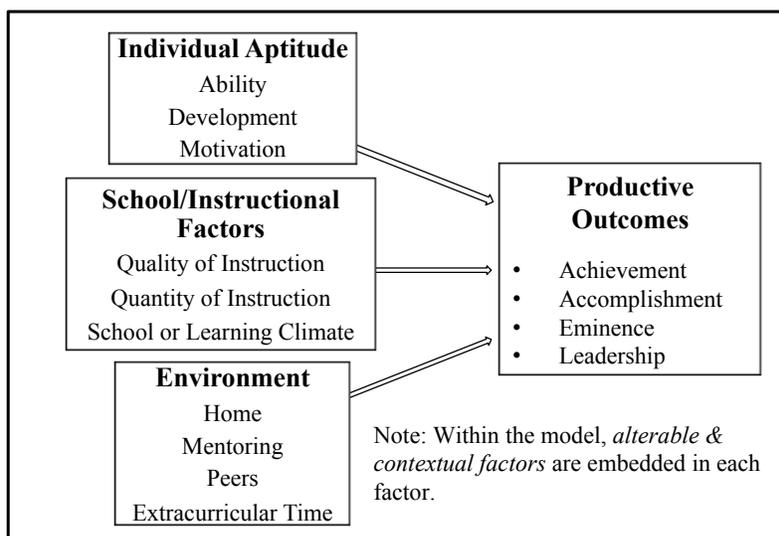
## Productive Giftedness Model\* (Paik, 2013)

### Key Features: 10 Factors

- **Effort**-Ability Model\*
- **Nurture**-Nature
- **Mastery**-Mystery
- **Interdisciplinary**
- **Systematic**
- **Comprehensive**
- **Generalizable**

### Time Factors

- **Early Learning**
- **Lifespan Approach**
- **“Matthew Effect”** (Merton, 1968)  
“Whoever has will be given more, and he will have an abundance.”



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# Overview of Home Environment Motivation Mentoring Peers

“We were looking for exceptional kids and what we found were *exceptional conditions.*”

- Ben Bloom

## Research Team Goals:

- Highlight common factors
- Introduce key terms & concepts
- Present key research findings
- Provide recommendations

## From International Research to GT Individuals: Overview of Common Factors Based on the PGM

- **10 PGM Factors** → **Tells a Story** → **Common Traits & Conditions**
- **Time Investments - First 18 yrs (0-18) - critical to learning**
  - **Most important institutions** (Walberg & Paik, 1997)
    - Home **(92%)**
    - School **(8%)**
  - **International Time Comparisons - High-Achieving Countries**
    - East Asia vs. U.S. school days **(220+ vs. 180)**
    - In & Out of School Difference **(100% learning time)** (Paik, 2001)
  - **World Class Expertise (10,000+ hours = 10 yrs)** (Ericsson, Kaufman)
    - Top musicians, athletes, etc.

## From International Research to GT Individuals: Overview of Common Factors Based on the PGM

- **Home - Parent Involvement is Key** (Walberg, 1984)
  - Highly correlated to **motivation & learning** (TIMSS, 60 countries)
  - **Social Capital**: What you bring to school matters (Coleman Report, 1966)
- **Motivation & Character Traits**
  - **Effort over Ability** (Paik; Csikszentmihalyi)
  - **“Focused Motivation”** (Paik, 2013)
  - **Character Traits** (Winner, 1991)
  - **Resilience** (Masten)
  - **“Deliberate Practice”** (Ericcson)
  - **Goal Setting** (Locke & Latham, 1994)
  - **Self Regulation** (Mischel, 1970s)

## From International Research to GT Individuals: Overview of Common Factors Based on the PGM

- **Mentoring**
  - All GT individuals had mentors
  - Mentors are used & needed across all professions
- **Peers**
  - Peer interaction matters
  - Key to motivation & talent development

## **Part I**

# **Home Environments & Motivation**

## **Characteristics of the Home Environment** (Bloom, 1985)

Love for learning

Strong work ethic

High expectations

Independence and supervision

High-levels of parental involvement

## **Deliberate Practice**

(Ericsson, Krampe, & Tesch-Romer, 1993)

“Practice that focuses on tasks beyond your current level of competence and comfort”

(Ericsson et al., 2007, p. 2)

## **Recommendations for Parents**

Understand your child’s developmental stage

Encourage effort and deliberate practice

Be proactive as a role model, interpreter, and provider

## Part II

# Parenting, Resilience, & Focused Motivation

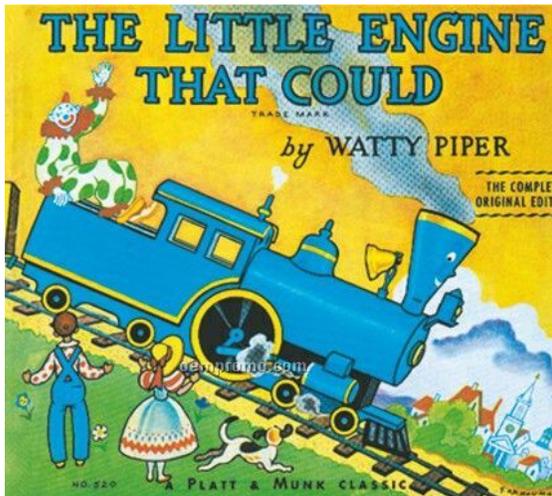
## Parental Involvement & Practices

Key findings from:

- *International Academy of Education*
- *International Bureau of Education*

- Understanding parental involvement
- Supporting the “curriculum of the home”
- Setting family expectations & supervision
- Fostering family/school relationships

## “Focused Motivation” & Resilience



Parents & other supportive adults can help foster **resilience** by modeling how to successfully cope with challenges or even failures (Dickinson & Dickinson, 2015).

**Focused motivation** - “Undeterred, intentional perseverance with an end goal or product in mind” (Paik, 2013).

## Recommendations for Parents

- Establish clear, yet realistic expectations
- Monitor children’s activities
- Model healthy coping strategies
- Encourage focused motivation towards goals

## Part III

# Motivation: Self-Regulation

## Self-Regulation & Improved Outcomes Across All Developmental Stages

Kindergarten → Elementary → Middle → High School → Beyond

- Effortful behaviors
- Self Efficacy
- Goal Orientation
- Task Motivation
- Cognitive & Metacognitive skills
- Mastery Goals vs. Performance Goals
- Time Management

Source: Geldhof, G. J., & Little, T. D. (2011). Influences of children's and adolescents' action-control processes on school achievement, peer relationships, and coping with challenging life events. *New Directions for Child and Adolescent Development*, 2011(133), 45–59.

## Recommendations for Parents

- Foster self-regulation through problem-solving techniques & critical thinking skills
- Enforce homework completion, a key form of self-regulation
- Help children to understand their own strengths & areas of growth
- Teach children time management skills & how to plan for self-regulation

## Part IV

### Social & Cultural Capital: Homes & Mentors

## Social Capital - “WHO you know”

- helpful networks in the home, school, & community

(Coleman, 1990)

## Cultural Capital – “WHAT you know”

-access to knowledge, skills, & resources in your networks

(Bourdieu, 1977, 1986)

### Cultural & Social Capital Example:

**Sonia Sotomayor:** 1st Latino & 3rd female appointed to the Supreme Court

**Social Capital:** **Home:** Family support & involvement  
**Peer mentor:** Ken Moy; **Mentors:** Jose Cabranes and Senator Moynihan

**Cultural Capital:** **Skills:** Bilingual (ability to navigate 2 worlds)  
**Resources:** Early access to books ( Later - excellent reader & write) earned computer  
**Recognition:** Full scholarship to Princeton - provided access & opportunity

## Recommendations: How To Build Social & Cultural Capital

- Understand how resources, opportunities, & support are critical to your child’s success
- Find those helpful resources & opportunities that can take your child to the next level
- Seek out mentors or helpful programs for your children

## Part V

# Mentoring

## Mentoring & Developmental Stages

### **Early Years - Introduction to the talent field, early instruction & interests**

Consistent mentoring is key from a young age

**Ex. Kristi Yamaguchi (Olympic Gold Medalist - Figure Skating)**

Parents can serve as a mentor during early years

### **Middle Years - Dedicate greater portions of their lives to the talent field**

More experienced coaches or instructors are needed at this stage

**Ex. Yamaguchi's Coach, Jim Hulick (won U.S. Pair Championship in 1989 & 1990)**

Parents typically take a step back (Bloom, 1985).

### **Later Years - Perfecting talent, personal style, talent purpose & meaning**

The most influential person at this stage is the mentor (e.g., master teacher, coach, etc.)

**Ex. Yamaguchi switches to singles coach, Christy Ness**

## Mentoring Benefits

- **Psychosocial**
  - Early mentorship is critical for developing future positive relationships
- **Academic**
  - Increases productivity
  - Higher quality performance
  - Increased commitment to career goals (Green & Bauer, 1995)
- **Career**
  - Higher salary & career promotion (Green & Bauer, 1995; Scandura & Viator, 1994)
  - More satisfied & committed to work (Green & Bauer, 1995; Scandura & Viator, 1994)

## Recommendations for Parents

- Good mentoring matters
- Children need external support at different stages of talent development
- Manage healthy expectations
- Mentor quality depends on time

## Part VI

# Peers & Motivation

## Peers

- Children begin to compare themselves to peers during the **ages of 6 to 12** (Lee, 2002)
- During this time children are learning **integral social and academic skills** (Lee, 2002)

## Peers & Achievement Motivation



- Positive peer relationships play a significant role in **adolescents' academic trajectories** (Martin & Dowson, 2009) and are related to **increased student achievement** (Stewart, 2008)
- Students associate with peers with **similar academic outlooks** (Ryan, 2001)
- **Peers' opinions** impact academic motivation (McLean, 2009)
- **High-achieving friends** positively impacts adolescent achievement (Epstein, 1983)

## Recommendations for Parents

- Be mindful of the role that adolescents play in each others' **development** (Wentzel, 1998)
- Find **"good peer influencers"** in talent activities (Epstein, 1983)
- Encourage healthy **interpersonal & intrapersonal relationships** at home
- Involve your children in **constructive peer programs & activities**

## Summary & Recommendations

### Summary of PGM Research:

1. From a research lens, the Productive Giftedness Model:
  - Provides a **conceptual lens** to **conduct & produce helpful research** on GT & other students for key stakeholders
2. From a practical standpoint, it can be helpful to parents, teachers, counselors, etc.
  - Provides a **systematic & comprehensive way** to understand student progress
  - Helps us to **understand & assess** the **whole child**
  - Learning is **multi-faceted**
3. For policy, **more/ good research and application** are needed to create **better learning environments** for all children.

## Key Points & Recommendations

1. Nurture **productive giftedness** in the home; talent takes time.
2. Support key **developmental stages** for optimal learning; start early.
3. Understand both “**contextual**” and “**alterable**” **factors**; know what you can change.
4. Find helpful **resources & support**; create more **opportunities** for your child.
5. Know that “**It takes a village**”; success cannot happen alone.
6. Select **mentors** who will be game-changers; it can make all the difference.
7. Engage like-minded **peers** in constructive talent activities; friends can help achieve goals
8. Reward **effort & deliberate practice**; this is what separates novices from experts.
9. Teach **self-regulation & time management skills**; this is what separates dreamers from doers.
10. Encourage **focused motivation & resilience** for long-term goals; this is what separates “giftedness” from “productive giftedness”.

## Thank you!

*Productive Giftedness Research Team*  
Claremont Graduate University  
School of Educational Studies

Any Questions or Comments?  
Email: Professor Susan J. Paik  
[susan.paik@cgu.edu](mailto:susan.paik@cgu.edu)