Smart Girls, Smart Boys

Milestones and Danger Zones

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Pre-School Gifted Girls

Reading “too early”
Oblivious to peers
Unusual interests

_The gifted-friendly school offers a haven for these little girls whose intellectual interests, desire for adult company, and thirst for reading cannot be met in other pre schools._
Pre School Gifted Boys

- High activity level
- Advanced problem solving
- Strong asynchony

The gifted-friendly school can provide opportunities for appropriate, differentiated challenge for physical, intellectual, and emotional development for asynchronous boys.

Kindergarten

- Girls
  - Denied early admission because reading is discounted
- Boys
  - Victims of kindergarten red shirting so that he can “mature a little more”

Gifted-friendly schools offer the only rescue for gifted children left behind by state and district policies.

Elementary School

- Girls
  - Gifted girls are more like gifted boys than like average girls in interests, aspirations, and play.
  - Vivid, intense fantasy life
  - Need for aloneness and privacy
  - Need for acceleration and challenge

Gifted-friendly schools can provide smaller play groups as well as smaller classes, and most important, can use acceleration as a strategy.
**Elementary School**

- Boys
  - May act out when bored
  - If denied advancement, may bully others.
  - Bartleby Syndrome may strike!
Gifted-friendly schools can individualize, can accelerate, and most important, can observe Bartleby Syndrome early and nip it in the bud.

**Middle School**

- Girls
  - Pressure to be pretty
  - Pressure to be popular
  - Pressure to camouflage talents

  *Gifted-friendly schools can provide single sex education and girls’ groups, as well as focusing on achievement norms.*

- Boys
  - Pressure to be athletic
  - Need to hide creativity and sensitivity
  - Pressure to withdraw from female friends

  *Gifted-friendly schools can provide a safe haven for creativity, the opportunity to NOT be athletic or to have alternatives to team sports, and small mixed sex groups for social growth.*
High School

Girls
- Continued high grades, but may take less rigorous courses
- Fear of standardized testing
- May be multipotential and overcommitted
- Continued pressure to enter the culture of romance

*gifted-friendly schools can provide individualized advising for optimal development, preparation for testing, focused guidance, and sustenance for dreams*

Boys
- May feel pressure to be a hero and scholar athlete
- May disengage from extracurricular activities and interests perceived as feminine
- May avoid career interests now dominated by women and narrow choices too much

*Gifted-friendly schools can provide a niche for the nerd, a challenge to pursue creative interests, and discouragement of stereotyped career interests.*

The Facts that Most Schools Won’t Face

- Gifted children of are as different from average children in their needs as developmentally disabled
- Gifted boys and gifted girls have different needs
- Gifted children do not benefit from being held back, from helping less able children, from “socialization,” from co-operative learning, and from minimal pull out programs.
- Meta-analyses of follow-up studies show that grouping with intellectual peers, acceleration by domain, and focused mentoring are the treatments of choice for gifted children.
The Facts, continued

- Hispanic, African American, and Native American gifted children have lower test scores as a group, but perform as well as non-minority peers with higher test scores.
- True potential for extraordinary accomplishment is predicted by not only academic achievement, but by focus, autonomy, and personality characteristics unique to each domain of accomplishment.
- Potential for gifted children is a function of talent, achievement, and distance from the center of privilege that has to be traversed.

The Counseling Laboratory for Exploration of Optimal States
CLEOS at University of Kansas

- Profiling of patterns of eminence in adolescents in specific domains
- Day long workshops with online and personal follow up
- Assessment with state of the art personality, interest, and values inventories
- Visioning of future life
- Flow identification
- Individual counseling
- Goal-setting
- A Personal Map of the Future

National CLEOS

- A research through service program for creatively gifted students
- All volunteer army of counselors and psychologists!
- Schools may send teams of up to fifteen high school students for one day workshops
- Services are provided for cost of materials only
- Results of research are available for application by schools and families
- All students leave with an individualized Map of the Future