

**Supporting Creativity in School and at Home**  
**2015 AAGT Annual Conference**  
**February 6, 2015**

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Celebrating High Potential  
Supporting People Who Are Gifted or Twice-Exceptional

- Provide opportunities for students and teachers or parents to reflect on their creativity and experiences. Develop and share an understanding of creativity.
- Develop an explicit definition of creativity.
- Determine how this informs the expectations and goals in content areas.
  - Definitions and expectations could be different depending on the levels of a program (beginning, intermediate, advanced).
- Provide evidence of how the goals are being met.

Research says:

- Consider using multiple assessments: cognitive, perceptual, personality, biographical, ratings of products (originality, artistic potential), and grades.

Supporting the creative person:

- Allow students to be in charge of their own learning.
- Incorporate their interests, including interests outside of school, into their work.
- Family background, culture, and community service can support or hinder artistic development.
- Important for parents and teachers to value original or divergent thinking and show support and encouragement for those types of thinking.

Supporting the creative process:

- Support the creative process, as well as the development of creative products.
- Avoid stressing conformity, since nonconformity is necessary for original ideas.
- Teach explicit problem finding and problem solving techniques.
  - Creative Problem Solving (Isakson, Dorval, & Treffinger, 2000)
  - Future Problem Solving (Torrance, 1974)

Supporting creative products:

- Assist students in understanding the expectations and rules of the domain.
- Students need knowledge of the development of skills and abilities over time.

- Programs should provide levels leading to products with increasing sophistication.
- Answer these questions:
  - Are you judging products on a professional level?
  - Or looking at behaviors that are predictors of creativity? Are you looking for evidence of creative potential?
- Define originality:
  - Is some reproduction acceptable?
  - Is the product meaningful to the student, according to his or her interests?
  - Is the product functionally useful?
  - Is the product something people haven't seen before or allows them to think in a different way?

#### Elements of a Supportive Environment:

- Provide challenging tasks.
- Provide the freedom to pursue one's own interests and develop strengths.
- Encourage the taking of risks.
- Provide some alone time, which is necessary to inventiveness.
- Provide access to tools and materials of the discipline.
- Provide easy access to other students and their spaces.
- Avoid emphasis on group work.
- Be open to inventive responses.
- Allow students to analyze their own creative processes and find their own creative style.
- Be aware of cultural differences.
- Allow ideas to be carried through to completion.
- Provide a collaborative community.
- Discover students' environmental preferences, whether quiet or stimulating and active.

(Buckley, 2005; Clark & Zimmerman, 1998; Cole et al., 1999; Csikszentmihalyi, 1996; Freedman, 2010; Getzels & Csikszentmihalyi, 1976; Getzels & Jackson, 1962; McCoy, 2005; Piirto, 2004; Runco, 2007; Shaughnessy, 1998)

References available upon request.

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