Sociological Methodology: Interpreting Changing Cultures

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Assignment

### *60 Day Developmental Readings*

Review 100-day assignment, course essential elements, assigned readings, and recommended readings to identify selections of books and scholarly articles to identify and select developmental reading sources and entries.

Each OGS program and Core has specific grading criteria for Developmental Readings. Follow the **Developmental Reading Rubrics** for the **required number of sources, comments, and quality criteria**.

See the **General Helps** in **AA-101 The Gathering Place in DIAL**for the following resources:

* Refer to the “NEW Student Guide to Developmental Readings” for updated information on sample comments, rubrics, and key definitions related to developmental readings.
* Download the “NEW Developmental Reading Assignment Template” Word document to begin writing your developmental reading assignment.
* For **grading criteria**, go to the “NEW Developmental Reading Rubrics” document.
* Document all sources in APA style, 7th edition ([APA 7 Reference Example](https://drive.google.com/file/d/1MOW2xmjS9fBRboojA-ADFQBlpahm2iFM/view?usp=sharing), [APA 7 Quick Guide](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/documents/APA%20Poster%2010.22.12.png)) for in-text citations and for Works Cited. Include page numbers.
* Include a separate **Works Cited** page, formatted according to APA style, 7th edition.
* Submit through **DIAL** to the professor.

The problem discussed were the organizational and attention problems gifted children experience.

**Source One:** *Struggling but Smart, Falling Apart, and How to Turn It Around.* Citadel Press

**Comment 1:**

**Quote/Paraphrase**: Organization, time management, study habits and skills, mentality, stress, sleep, and screens are the seven areas where disintegrating students tend to exhibit skill deficiencies and unproductive practices.

**Essential Element:** Defining the nature and structure of a social problem with an

Interdisciplinary sociological and theological analysis sets the stage for positive social change.

**Additive/Variant Analysis:** My understanding that these seven areas are the primary contributors to students' disintegration has been strengthened as a result of this.

**Contextualization:**  I have really noticed this more in the past few years with the students in the middle school areas of our school, especially with sleep and screen time. The extended isolation and excessive screen time on social media platforms may result in issues with mental health, notably the fear of missing out. Addressing psychological requirements, such as good social contacts, is critical. Gifted students struggle even more with this issue as they tend to struggle more socially and find this a way to connect and feel relational.

**Comment 2:**

**Quote/Paraphrase:** The brain continuously layers new neural connections on top of the preexisting ones. Our brains engage in neuronal pruning to make room for future development and growth. This pruning happens within the first three years and again when we are in our adolescence. Some of the peculiar behaviors seen in teenagers may be attributed to this factor.

**Essential Element:** Preparing for effective social research happens through understanding, how the scientific method applies to the human sciences. Preparation is facilitated by using systems thinking to ensure comprehensive analysis, following the steps of research design and methodology, and matching the research approach most appropriate to investigate the type of social concern to be studied.

**Additive/Variant Analysis:** This furthers my understanding that if our minds do not use something, it may be discarded to make space for new, relevant information.

**Contextualization:** When my sons were small, we were required to take our oldest to the hospital every month for eight-hour treatments. He was connected to equipment and IVs, so my younger son and I would sit in the window for hours and make up stories about passersby. Now 21 years old, he majors in English and Film and writes creatively and elegantly. If he had not continued to use that skill after the ages of three and four, it is possible that it would have been removed from his brain, but because we consistently utilized those areas, he flourished in that area. I, on the other hand, took three years of French, one year of Spanish/Portuguese, and one year of Italian, but can scarcely recall any of it because I haven't used it in 25 years. My mind has eliminated the unnecessary to make space for the essential. I believe this is why people in specialized fields do so well. The more we give ourselves experiences and mastery, and the more we continue to use that specific knowledge, the more it expands, and other things are eliminated to make room for **it.**

**Comment 3:**

**Quote/Paraphrase** The No Child Left Behind Act of 2001 made some good changes to the school system, but the way it used money to reward good performance and punish bad performance was very wrong. Schools have had to spend so much time collecting and reporting data that they haven't had time to teach in the usual way. Less attention was paid to learning, and more attention was paid to testing, testing, and more testing. Individual students' unique abilities, gifts, and developmental destinies are no longer valued by schools.

**Essential Element:** Conducting a sociological analysis of a situation of concern to the family, church, or community lays a scientific foundation for interdisciplinary social research.

Defining the nature and structure of a social problem with an Interdisciplinary sociological and theological analysis sets the stage for positive social change.

**Additive/Variant Analysis:** This adds more support to my belief that students are deprived of valuable learning opportunities as a result of standardized testing and data evaluations. Money is valued more than the basic requirements for growth and development.

**Contextualization:** Three of my children received a traditional education and one received a Montessori education. I have worked in both Montessori and traditional institutions. All of the work and lessons in a Montessori classroom are based on mastery and observation. The student's ability to fail sparks a process of deduction and investigation to determine the correct answer. There is constant assessment in traditional education, leaving little time for content instruction. Teachers are so concerned about test results that students prepare for tests and take practice exams. There are also additional assessments and exams to support data. During my most recent observation of an assessment day this year, I observed students bringing food, instructors supplying refreshments and candy, and essential oils being diffused to calm students. The pressure on students and educators has increased. I believe that some testing is necessary and beneficial; however, I fear that the extent of testing in most traditional educational settings is problematic. If instructors are doing their best to instruct and support each student's education, testing will simply indicate what needs to be revisited with students. While I recognize the positive intentions behind "No Child Left Behind," I am apprehensive about the current state of affairs.

**Source Two:** Guare, R., Dawson, P., & Guare, C. (2012). *Smart but scattered teens: “The executive skills" program for helping teens reach their potential*. Guilford Press.

**Comment 4:**

**Quote/Paraphrase** Metacognition is the capacity to step back and see oneself objectively. How you overcome problems and what you need to know to get through difficult situations. Metacognition is a skilled ability that combines understanding your own conduct and prior experiences with monitoring your behavior in order to respond to a present circumstance.

**Essential Element:** Defining the nature and structure of a social problem with an

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**Additive/Variant Analysis:** This is knowledge that I did not previously know. Even though I am aware that we gain knowledge from our experiences, I did not make the connection between the functions of metacognition and the processes of executive functioning.

**Contextualization:** This resonates with me because it reminds me of one of the talented students with whom I presently work. He is extremely superior intellectually but struggles with social and emotional regulation. Our team has been working with him, and he has begun verbalizing his emotions and needs. One day, he sent me an incredible and direct email describing his thought process. It was a moment of reflection that began to reveal the origins of metacognition.

**Comment 5:**

**Quote/Paraphrase** Biology and experience are two major contributions to the development of executive abilities. Executive abilities are natural and already present in the brain circuitry from birth. While other executive skills, such as language development, have the potential to develop, the potential is influenced by a variety of circumstances.

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**Additive/Variant Analysis:** This adds to my understanding of how some students’ biological executive functioning may be stronger than other students. While conditions do have a role in the development of certain talents.

**Contextualization:** Discovering that executive functioning skills can be acquired through practice is exciting. I always believed that they were either present or absent. I have begun drafting an elective curriculum to support the skill potential of next year's gifted students.

**Comment 6:**

**Quote/Paraphrase** Through pruning, the child consolidates mental abilities and irrelevant gray matter connections dissolve. Scientists agree that frontal neural networks are important for executive skills, but they are not exclusive**.**

**Essential Element:** Preparing for effective social research happens through understanding how the scientific method applies to the human sciences. Preparation is facilitated by using systems thinking to ensure comprehensive analysis, following the steps of research design and methodology, and matching the research approach most appropriate to investigate the type of social concern to be studied.

**Additive/Variant Analysis:** This expands my understanding of mental pruning. Pruning unneeded brain matter will feed and sharpen the utilized and important parts.

 **Contextualization:**

Four distinct components comprise executive functions: working memory, inhibition, set shifting, and fluency. In the field of education, we observe that students who have not had interactions to develop fluency early in their lives will not have supported the areas of the brain necessary for the development of these abilities.

**Source Three:** Anday-Porter, S., Henne, K., & Horan, S. (2000). Improving Student Organizational Skills Through the Use of Organizational Skills in the Curriculum.

DOI: 10.1177/1529100612453266

**Comment 7:**

**Quote/Paraphrase** The importance of organizing in the classroom is now receiving widespread attention. Children that struggle with organization often lose items, forget to finish tasks, reverse the order of activities, and show daily inconsistency in previously taught content. Incorporating study and organizing skills into the curriculum would be beneficial since they are crucial abilities that have been ignored for too long.

**Essential Element:** Defining the nature and structure of a social problem with an

Interdisciplinary sociological and theological analysis sets the stage for positive social change.

**Additive/Variant Analysis:** This contributes to my views and practice of organization and environment preparation. Giving children the opportunity to arrange and discover order will allow them to develop for themselves the necessary strategies for thriving independently.

**Contextualization:**  Coming from a Montessori background, I see the beauty of the prepared environment in and out of the classroom. Students at my current gifted school, I see that students lack organization and executive functioning capabilities. These students need support to be able to develop these skills. Order in one’s environment helps order within the child**.**

**Comment 8:**

**Quote/Paraphrase** It is impossible to single out one cause for students’ disorganization. Numerous factors, including students' developmental stage, the organizational structure of their schools, and the level of parental involvement, seem to contribute to their lack of preparation. These students are capable of learning organizing techniques, but they need specialized training, practice, and instructors who are familiar with their learning preferences.

**Essential Element:** This contributes to my knowledge that certain children need more assistance in order to develop organizational skills that complement the way they learn.

**Additive/Variant Analysis:** This makes me more conscious of the fact that while they need specific instruction, practice, and teachers who are knowledgeable about their learning preferences, pupils are capable of acquiring organizational strategies.

**Contextualization:** I have observed that students whose parents are organized are frequently more organized. A couple of years ago, I supervised a fourth-grade student. Each morning, he arrived at Carline without shoes, coat off, and a completely unpacked backpack. He would also be secured in his seat while playing a video game or sketching with his school supplies, which were scattered across the back seat. The vehicles behind him were irritated because he slowed down the line as he gathered his belongings and got dressed in his appropriate attire. In the afternoon carline, he threw his backpack and climbed in the car window, and proceeded to crawl through the window, which took a considerable amount of time due to his legs flailing in and out of the car. Due to this student's unreadiness, I received numerous phone calls from irate families who were late to work or had to wait for an extended period of time. I was also irritated because, on chilly days, I had to stand outside in the weather while endeavoring to bring this child and his belongings to school. After three months of this, I decided to call his family and offer suggestions for ensuring this young man was prepared when the car arrived to drop him off. I assured them that it would help him have a more structured and enjoyable morning routine. His family was comprised of brilliant and endearing individuals who lacked the executive functioning to support themselves or each other.

**Comment 9:**

**Quote/Paraphrase** It is expected of teachers to educate, with an emphasis on subject matter, rather than on organizational abilities. People may have the impression that the need to instruct ever-increasing invasive demands is just as aggravating.

**Essential Element:** Conducting a sociological analysis of a situation of concern to the family, church, or community lays a scientific foundation for interdisciplinary social research.

**Additive/Variant Analysis:** This is a variation of what I previously understood. Some people may believe that the more we add to a student's education, the more it detracts from the primary subject matter.

**Contextualization**: Some believe that students should only study subject-specific material. Some students may lack the resources and skills necessary to retain the subject matter if we fail to respond to their other needs.

**Source Four:** Crossway, E. B. B. (2022). ESV Study Bible, Personal Size.

**Comment 10: “**But all things should be done decently and in order.” 1Corinthians 14:40

**Essential Element:** A Christian view of culture provides the most comprehensive framework for interdisciplinary social research to clarify social issues and solve social problems to promote human flourishing in the contexts of family, church, and community.

Utilizing various paths to Christian social involvement integrates religion and society in ways that use social research to promote transforming changes in the world.

**Additive/Variant Analysis:** This enhances my comprehension of the need for organization and structure. Order, structure, planning, and execution are evident throughout the Bible.

**Contextualization:** My father always insisted that if something is worth doing, it is worth doing well. He would demonstrate the process and then expect us to execute it successfully. It has stayed with me all of my life. There have been instances of perfectionism, but it has also fostered a strong work ethic. This also reminds me of the wax on wax off process in the movie “Karate Kid”.

**Comment 11:**

**Quote/Paraphrase** For it is precept upon precept, precept upon precept, line upon line, line upon line, here a little, there a little.” Isaiah 28:10

**Essential Element:** A Christian view of culture provides the most comprehensive framework for interdisciplinary social research to clarify social issues and solve social problems to promote human flourishing in the contexts of family, church, and community.

Utilizing various paths to Christian social involvement integrates religion and society in ways that use social research to promote transforming changes in the world.

**Additive/Variant Analysis:** This further demonstrates God's consistent use of order throughout the Bible. It is the Ecclesiastes chapter three approach to order and comprehension of life and death.

**Contextualization:** When I read this verse, I see an emphasis on order and mastery that is so crucial and sorely lacking in our educational systems. The order of mastery and, consequently, the confidence to continue on to the next course is achieved through repetition and practice.

**Source Five:** Bikic, A., Dalsgaard, S., Olsen, K. D., & Sukhodolsky, D. G. (2021). Organizational skills training for children with ADHD: study protocol for a randomized, controlled trial. *Trials*, *22*, 1-11. <https://doi.org/10.1186/s13063-021-05499-9>

**Comment 12:**

**Quote/Paraphrase** Organizational skills therapy for ADHD-afflicted children and adolescents focuses on their organizational shortcomings and teaches them how to arrange their time and resources. Losing things, procrastination, and a failure to organize and prioritize work are all difficulties that become worse over time in individuals with ADHD, but for those who are typically developing, these problems get better with time due to brain maturation. Interventions for organizational skills include a variety of behavioral strategies. The cornerstone of organizational abilities is executive function. Organizational problems may have a variety of negative effects on daily living, including poor academic achievement.

**Essential Element:** Defining the nature and structure of a social problem with an

Interdisciplinary sociological and theological analysis sets the stage for positive social change.

**Additive/Variant Analysis:** This confirms for me that having organizational issues may have a range of detrimental implications on everyday life, including low academic performance.

**Contextualization:** Executive functioning issues make it difficult for students to manage their time and avoid procrastinating. Students with ADHD in particular have trouble managing their time according to the length of the project and the time it takes to arrange their ideas. I am particularly appreciative of OGS's help with organizing and provision of the resources needed to schedule and establish due dates, structures, and objectives for assignments. It empowers me since I procrastinate a lot and have trouble organizing my ideas. I now have templates to meet my learning requirements and learning preferences.

**Comment 13:**

**Quote/Paraphrase** There are still many open issues in the study of organizational skills training. To gauge a child's executive function and organizational abilities, there are outcome measurement tools and questionnaires available. These assessments are The Rating Inventory of Executive Function (BRIEF) and The Children’s Organizational Skills Scale (COSS).

**Essential Element:** Preparing for effective social research happens through understanding how the scientific method applies to the human sciences. Preparation is facilitated by using systems thinking to ensure comprehensive analysis, following the steps of research design and methodology, and matching the research approach most appropriate to investigate the type of social concern to be studied.

**Additive/Variant Analysis:** From what I know about evaluations, this is exceptional. The Rating Inventory of Executive Function (BRIEF) and the Children's Organizational Skills Scale (COSS) are two very helpful tests.

**Contextualization:** I can remember switching to a different college when I was a junior in college. I was urged to enroll in a summer study skills session by a friend. Being a junior, I was first insulted, but the support I received has helped me more than any class I have ever taken in college. Learning how we learn and what kind of structure and assistance we need to absorb the information is most beneficial.

**Source Six:** Bjorklund, D. F., Schneider, W., Cassel, W. S., & Ashley, E. (1994). Training and extension of a memory strategy: Evidence for utilization deficiencies in the acquisition of an organizational strategy in high‐and low‐IQ children. *Child Development*, *65*(3), 951-965.

**Comment 14:**

**Quote/Paraphrase:** The knowledge base is one of several variables that contribute to individual variances in students' memory performance. Low academic or intellectual ability might be made up for by an individual's information base. When evaluated on information from their own field of expertise, low-IQ students exhibit recall levels that are equivalent to those of high-IQ students.

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**Additive/Variant Analysis:** This is different from what I thought before. When tested on what they know about their own field, students with low IQs can remember as much as students with high IQs.

**Contextualization:** I can relate to this since my daughter attended a Montessori school where instructors watched students to learn how to meaningfully link them to teachings. My daughter showed little to no interest in studying maps when she was in the third grade. The teacher was aware of my daughter's artistic talent and passion for drawing. She instructed her to draw a continent using only her foot as a guide. She included the sites of the north, south, east, west and equator as well as the mermaid-island, cotton candy waterfall, and pink lagoons. My daughter was ecstatic to bring home maps. She had a connection with her that she would never forget, and as a result, she was more knowledgeable about the topic than other classmates. Learning is more valid when people are linked in meaningful ways.

**Source Seven:** Dağyar, M., Kasalak, G., & Özbek, G. (2022). Gifted and talented youth leadership, perfectionism, and lifelong learning: Leadership, perfectionism, and lifelong

learning. *International Journal of Curriculum and Instruction*, *14*(1), 566-596.

http://ijci.wcci-international.org

**Comment 15:**

**Quote/Paraphrase:** The seven aspects of gifted and talented youth leadership include struggle and goal-setting, communication skills, group skills, trust and being trustworthy, decision-making skills, problem-solving ability, and responsibility. Leadership effectiveness may be limited by pathological perfectionism. To successfully lead, executive functioning skills are required.

**Essential Element:** Conducting a sociological analysis of a situation of concern to the family, church, or community lays a scientific foundation for interdisciplinary social research.

**Additive/Variant Analysis:** This confirms my previous belief that executive functioning abilities are essential for leaders to effectively lead.

**Contextualization:**  There are healthy and unhealthy perfectionists, which describe distinct types of perfectionists that do not entail merely compartmentalizing perfectionists into working and nonfunctioning populations, which has been connected to negative effects such as depression. I worked at a school with a leader who was so afraid of making errors that he let social uncertainties affect his ability to lead successfully. He eventually became ineffective and depressed and soon thereafter resigned.

**Source Eight:** Germain‐Rutherford, A., Davis, A., & Burrows, T. (2021). Effective student engagement strategies: A crucial alignment for sustainable, quality learning. *New Directions for Teaching and Learning*, *2021*(167), 9-22.

**Comment 16:**

**Quote/Paraphrase:** The teaching tactics of an instructor and the learning strategies of students are not always compatible, and this mismatch may degrade the quality of the learning experience and restrict student involvement.

**Essential Element:** A theological hermeneutic of culture adds a missing dimension to naturalistic social theory for understanding social issues. This view of control lends to engaging in prophetic social research to produce breakthrough solutions to social problems.

**Additive/Variant Analysis:** This supports my earlier belief that teacher and student approach to learning are not always aligned.

**Contextualization:**  Teachers would be better able to respond to and control students' emotions if they were aware of the experiences of their students. They would also be better able to discourage aggressive conduct and encourage alternative behaviors like motivation. I remember the first chapel service I attended at the Gifted School I currently work at. I observed a student being very disruptive and what I thought was disrespectful. After finding out more information and getting to know the student's needs and behaviors, I was able to come to a better understanding of ways to interact with them and have more appropriate and relational chapel times. Understanding students' experiences would allow teachers to better respond and manage students' reactions, as well as help teachers prevent behaviors such as aggression and promote other behaviors such as motivation.

**Source Nine:**

**Comment 17:**

**Quote/Paraphrase:** Recognizing similarities and differences in students' and instructors' learning approaches and perceptions may assist in bridging the gap between engaged and disengaged students. Too much similarity in viewpoints may render a student's learning experience unchallenging, to the student's detriment.

**Essential Element:** A theological hermeneutic of culture adds a missing dimension to naturalistic social theory for understanding social issues. This view of control lends to engaging in prophetic social research to produce breakthrough solutions to social problems.

**Additive/Variant Analysis:** My previous assumptions about how the agreement may foster connection have been challenged by this. This research demonstrated that when students have too many common beliefs, it might make classwork too easy for them.

**Contextualization:**  Many gifted students are upset. They are frustrated with adults and themselves since the system has failed to meet their needs, and they feel rejected. They may show their rage by behaving despondently and withdrawn, or they may act out and behave defensively. They often have interests that are beyond the scope of the standard school curriculum, and they do not get support or affirmation for their aptitude and interest in these unorthodox areas. School seems unimportant and maybe averse to them. Teachers would be better equipped to react to and regulate their pupils' emotions if they were aware of their student's experiences. One of the schools where I recently worked never stated or offered views, instead providing facts and framing such as, "I see you are doing this or researching... I wonder what would happen if...? "This engaged opportunities for inquisition and deeper thinking.

**Source Ten:** Gierczyk, M., & Hornby, G. (2021). Twice-exceptional students: Review of implications for special and inclusive education. *Education Sciences*, *11*(2), 85.

<https://doi.org/10.3390/educsci11020085>

**Comment 18:**

**Quote/Paraphrase:** The emphasis of inclusive education has been on children who, in addition to having disabilities, also have a broad variety of other skills and capabilities. High performance makes it relatively simple to identify brilliant and talented individuals, but it may be more challenging to do so for a subgroup of this group who have a variety of difficulties. These students are said to have many exceptionalities.

**Essential Element:** Defining the nature and structure of a social problem with an

Interdisciplinary sociological and theological analysis sets the stage for positive social change.

**Additive/Variant Analysis:** This strengthens my view that it is difficult to single out gifted children who are also experiencing complex challenges.

**Contextualization:**  When I think about this, one student, in particular, comes to me. He is exceptionally clever and has extremely good exam scores; he has incredible insight into complex problems, but his emotional management and ability to answer basic questions are perplexing. With some brilliant children who are twice exceptional, connecting with one another proves to be challenging.

**Source Eleven:** Karpova, L., Shtefan, L., Kovalska, V., Ionova, O., & Luparenko, S. (2020). Information-Educational Environment as a Condition of Formation of Gifted Children's Informational-Digital Competence. <https://doi.org/10.18662/po/11.2Sup1/179>

**Comment 19:**

**Quote/Paraphrase**: The requirements for the information-educational environment and organization of work with gifted students include the formation of informational culture and competence of those in the environment, peaceful relationships between them, the orientation of an information-educational environment of monitoring giftedness, and the effectiveness of development.

**Essential Element:** Preparing for effective social research happens through understanding how the scientific method applies to the human sciences. Preparation is facilitated by using systems thinking to ensure comprehensive analysis, following the steps of research design and methodology, and matching the research approach most appropriate to investigate the type of social concern to be studied.

**Additive/Variant Analysis:**  This reinforces what I already knew, that the growth of organizational support for exceptional children requires familiarity with the culture and surroundings as well as keen observation.

**Contextualization:**  The information-educational setting and the way gifted students' work is organized must promote informational culture and skill, peaceful relationships, tracking of giftedness, and effective growth. I see this as teachers often see signs that how the social and mental lives of their students affect their lessons. Teachers often see how things like test anxiety, mental stress, peer pressure, confidence, and motivation affect how well their students do in school. Most of the time, these emotional and social factors don't show up on report cards or standardized tests, but teachers see that things outside of school affect how well students learn, perform, and achieve. I feel this is one reason to set the tone of the day as soon as students enter the school. Playing relaxing music using calm lighting and voices and even sensory smells can help relax and calm after a chaotic morning arrival.

**Source Twelve:** McNulty,Laurie C., (2020). *Focus and Thrive Executive Functioning Strategies for Teens*. Rockridge Press

**Comment 20:**

**Quote/Paraphrase:** Executive functioning is a collection of abilities that enable us to function effectively. On a daily level, it is what allows a person to handle several overlapping intellectual and emotional responsibilities. These skills aid an individual's organization, goals, and priorities. They support in flexible thinking and working memory. Executive function skills enable us to control our emotions in a healthy and productive manner.

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**Additive/Variant Analysis:** My knowledge of the importance of executive function in maintaining adequate emotional regulation has been expanded by this article.

**Contextualization:** We don't often get to witness the results of our effort, but recently I had the good fortune to be there for one of those moments. Years of dealing with a student who found it difficult to control his emotions and behave improperly in social situations. The student behaved disrespectfully that day because he was upset with the PE instructor. Later, he approached me in my office and requested I make sure the PE instructor got a folded piece of paper. Naturally, after the student had left my office, I opened the folded piece of paper and read the letter out of curiosity. Very eloquently he expressed his regret for being impolite and taking away from the class time that the instructor had worked so hard to prepare for.  He said he would be better at controlling his emotions and responding correctly if this occurred again. I felt extremely proud of this nine-year-old child because he was starting to understand what was going on, and I saw that his hard work was enabling him to control his emotions and go outside of himself to see what had happened and what should have happened.

**Source Thirteen:** Rathunde, K. (2001). Montessori education and optimal experience: A framework for new research. *NAMTA JOURNAL*, *26*(1), 11-44.

**Comment 21:**

**Quote/Paraphrase:** The motivating elements of human nature that are founded in childhood come into connection with one through a pattern of profound concentration, according to Montessori. This trend often leads to exceptional accomplishment and lifelong learning. Through experiences and observations, she also understood the importance of focus. Concentration is aided by the teacher's spiritual conversion to the necessity to prepare the classroom environment to assist student concentration.

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**Additive/Variant Analysis:** This adds to my belief regarding the necessity for order and preparation.

**Contextualization:**  When I enter a classroom, I can often tell whether a teacher has prepared for the day by seeing the students' conduct, focus, and interactions. The dynamics of the pupils and the classroom may alter as a result of intentional acts and environmental tones. I often visited our primary classes at the Montessori school and saw the activities flow so easily and peacefully. During one such observation, I saw a teacher instructing a single kid while the other pupils were dispersed across the room silently and peacefully working independently. The snack table had two pupils seated at it. A placemat, linen napkins, glass plates, and glasses were used to arrange the table. They ate after pouring their own drinks from little pitchers. After they were done, they went on to wash and clean the dishes and the table. Water was spilled on the floor by one of the children. He wiped the floor with a mop after which he placed an orange cone on top of the damp area. He then discreetly made his way around the class, putting his hand on each student's shoulder and warning them to be cautious since there had been a spill. This group of children ages three, four, and five worked together like a well-oiled machine. These young students have undergone transformations due to the structured atmosphere, stability of the classroom instructors, and expectations.

**Source Fourteen:** Tetik, T., & Özer, D. A. (2022). Supporting the writing skills of primary school third-grade gifted students with activity-based digital storytelling: Action research. *European Journal of Education Studies*, *9*(9). Doi:http://dx.org/10.46827/ejes.v9i9.4475.

**Comment 22:**

**Quote/Paraphrase:** Digital storytelling gives students the opportunity to write to a real audience, which helps them grasp it by giving them themes to let them express their sentiments in fun and relaxing ways. In gifted students, digital storytelling improves writing abilities and fosters creativity. It helps students with their organization.

**Essential Element:** Defining the nature and structure of a social problem with an

Interdisciplinary sociological and theological analysis sets the stage for positive social change.

**Additive/Variant Analysis:** This is a new concept to me, I am excited to learn more about this topic and possibly implement it into our program.

**Contextualization:**  Some of our students utilized digital storytelling to exhibit at the recent Science Fair at the Gifted School because they were fearful of public speaking and social awkwardness that would allow for accommodations in both learning and presenting. It was fantastic to observe how the judges were able to pose straightforward questions to the children and get clear replies thanks to the presentations.

**Source Fifteen:** Tyler, A., (2020) *Thriving with ADHD Workbook for Teens: Improve Focus, Get Organized, and Succeed.* Rockridge Press.

**Comment 23:**

**Quote/Paraphrase:**  Executive functioning abilities that many gifted and talented, ADHD, and Twice-exceptional students lack include planning, prioritizing, organizing, impulse control, mood regulation, task starting, accessing working memory, self-monitoring, and the capacity to think flexibly. These abilities aid us in a variety of complex circumstances that arise in our everyday lives. For instance, working memory supports mental math, daily organizing, problem-solving, effectively responding to in-class questions, and remembering and following directions.

**Essential Element:** Conducting a sociological analysis of a situation of concern to the family, church, or community lays a scientific foundation for interdisciplinary social research.

**Additive/Variant Analysis:** This idea adds to what I already know about how working memory helps with mental math, daily organization, problem-solving, answering questions in class, remembering and following directions, and more.

**Contextualization:**  I once read a book on building mind palaces. I became fascinated and started to recall the dining room, piano room, and kitchen from my early years. I could shut my eyes and recall every particular thing. I then started doing the same thing for the son's nursery, our previous church, and so on. I came to the conclusion that the more I could recall, the more I could use those memories to apply new information, like shopping lists and phone numbers. Our capacity for providing effective help in complicated situations is shaped by our prior circumstances and experiences. These skills help us in a wide range of challenging situations that come up in our daily lives.

**Source Sixteen:** Zakharova, I. M., Oleinik, N. S., Grakhova, S. I., Khakimova, N. G., & Mukhametshin, A. G.(2018). Specifics of self-regulation in gifted adolescents. *Journal of Pharmaceutical Sciences and research*, *10*(7), 1734-1738.

 **Comment 24:**

**Quote/Paraphrase:** The regulating skills of exceptional students are not uniformly developed throughout adolescence. The planning segment becomes separated, which impairs self-control and decreases the efficacy of goal-setting.

**Essential Element:** Defining the nature and structure of a social problem with an

Interdisciplinary sociological and theological analysis sets the stage for positive social change.

**Additive/Variant Analysis:** This idea adds to what I already know, which is that exceptional students don't all learn the same self-control skills as they near adolescence.

**Contextualization:**  I frequently have parents visit my office during parent-teacher conferences to discuss their children. They are concerned as to why their child used to receive such exceptional grades and enjoy learning, but now refuses to do any homework and their grades are declining. Occasionally, they believe that something is wrong with their child, the teacher, or the school. The actuality of the circumstance is that the student lacks executive functioning. When students are younger, instructors execute all preparation and outline each step for them. Middle school students are granted more latitude and greater responsibility. The reality is that we as educators must partner with students at a young age in order to incorporate executive functioning into every class, even at the youngest ages. The "teach me so I can do it myself" philosophy is essential for students.

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