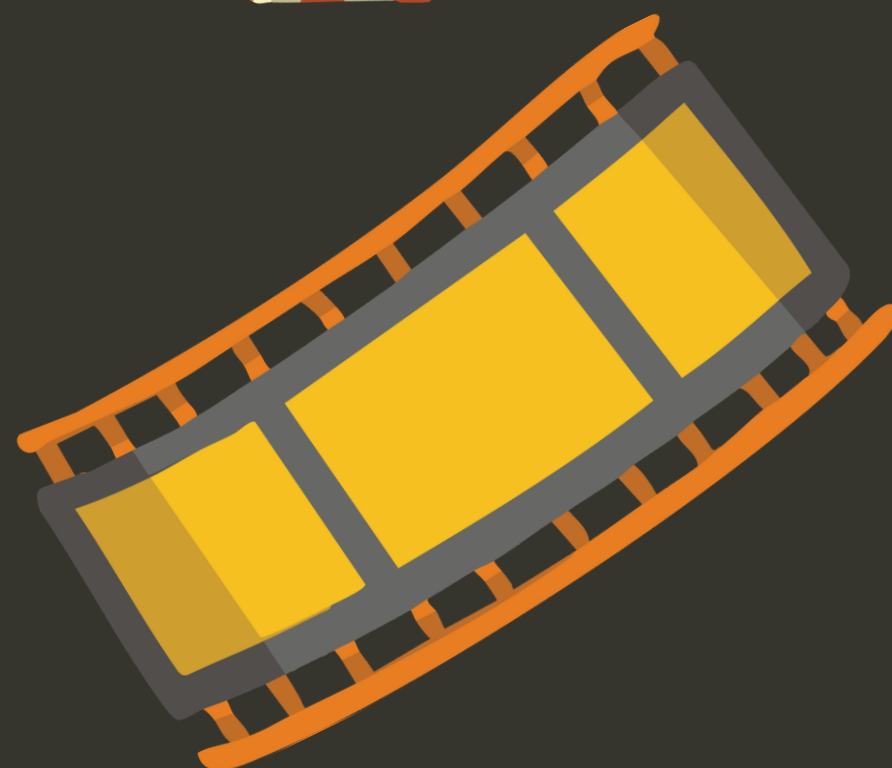
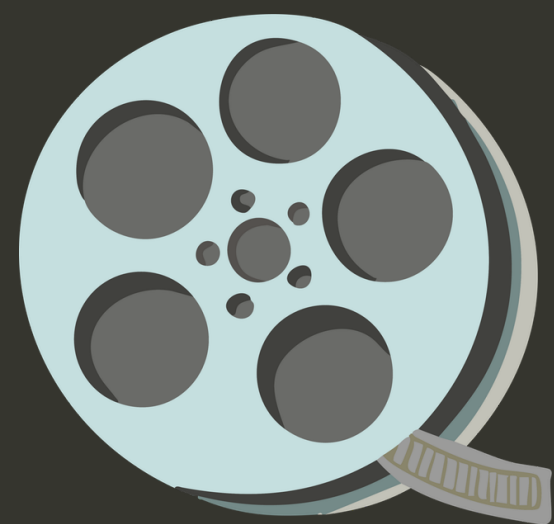
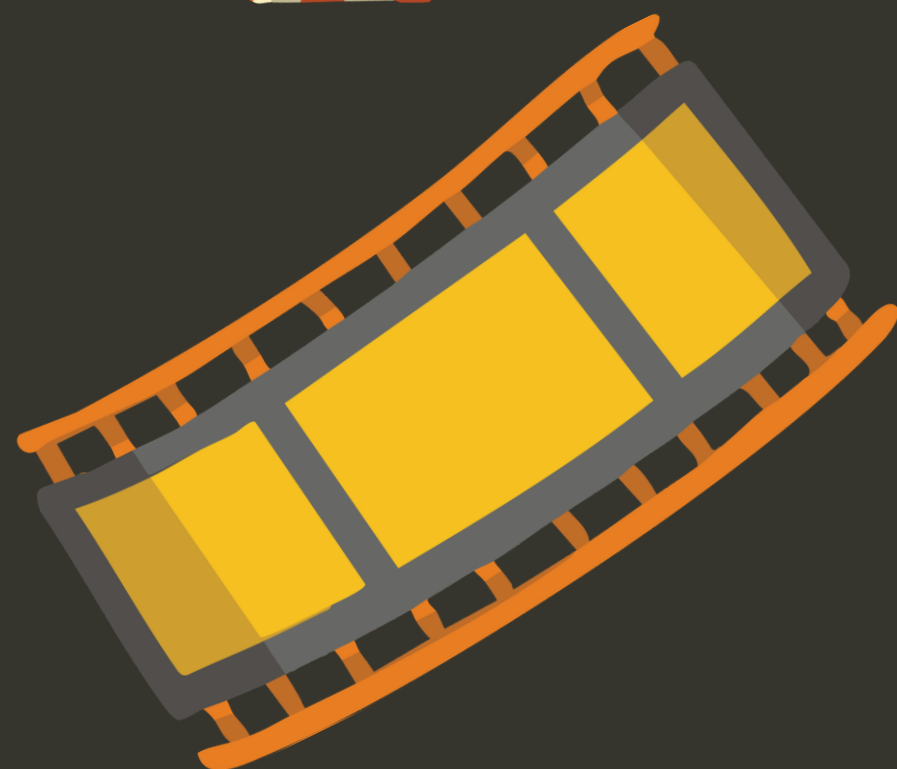
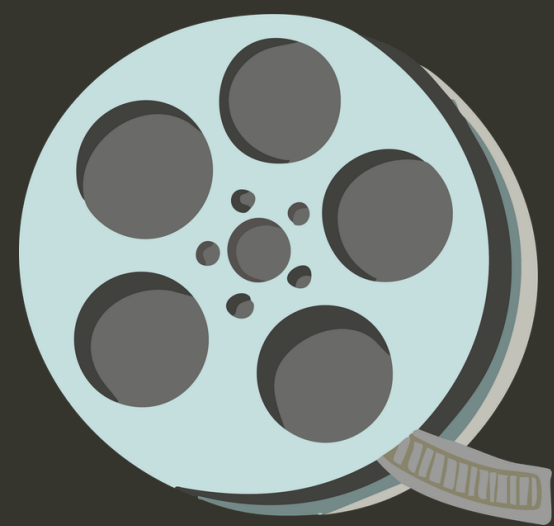




AT THE MOVIES

Rain Man



TO RECEIVE CREDIT
FOR THIS SESSION,
MAKE SURE YOU
COMPLETE THE
SURVEY AT THE END



RAIN MAN THROUGH THE LENS OF GIFTED LEARNERS

Participants will:

- Analyze different expressions of intelligence and giftedness
- Explore characteristics of twice-exceptional (2e) individuals
- Examine stereotypes and misconceptions about giftedness
- Reflect on how society values different kinds of intelligence

AT YOUR TABLE

- Introduce yourself
- What do you teach and where?
- A fun memory from this summer.
- Did you see Rain Man in a theater?



REFRESH YOUR MEMORY

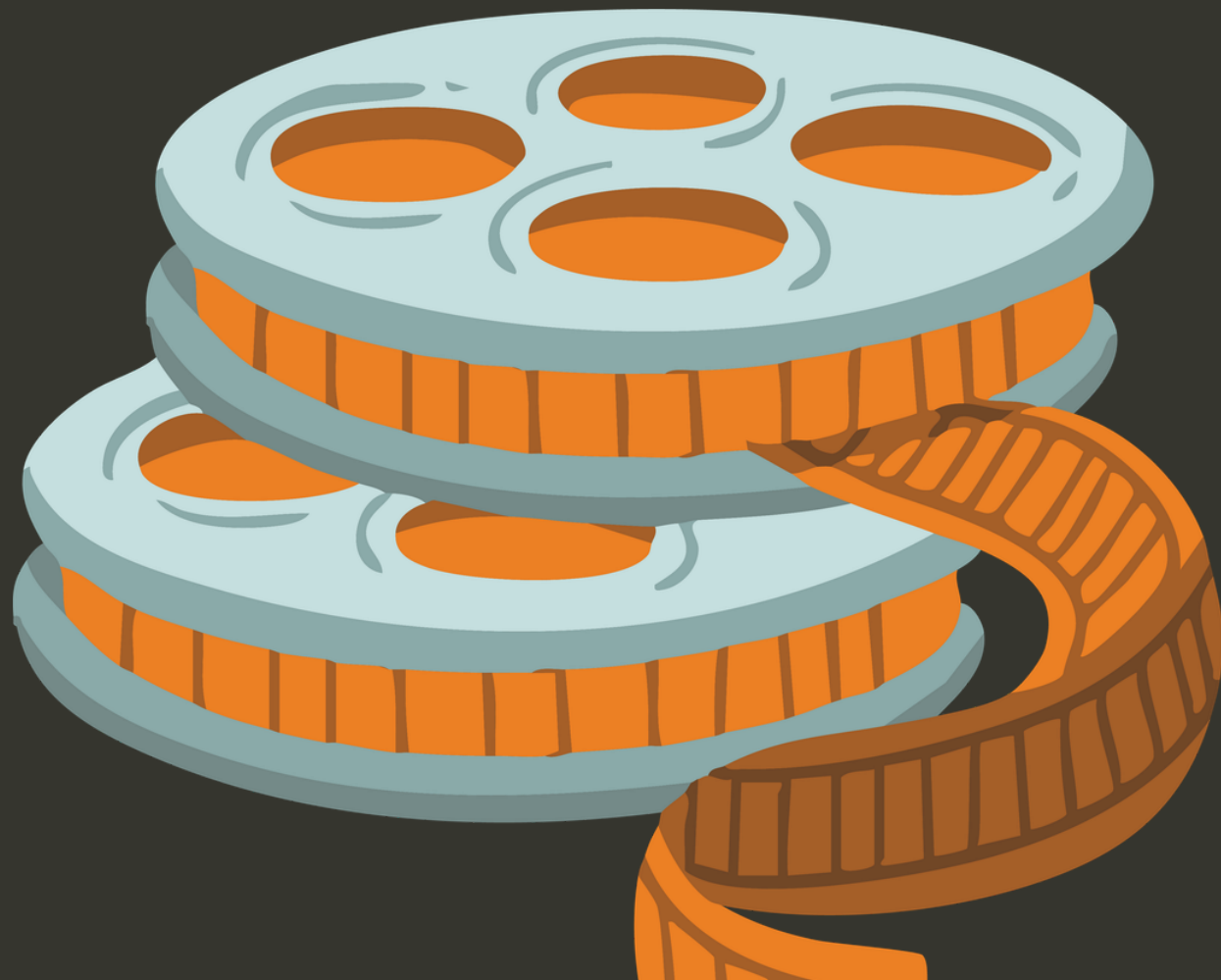
On your chart paper, recap your prework –

- Write 3 observations about Raymond's abilities.
- Identify 2 scenes that show misunderstanding.
- Ask 1 thoughtful question about the movie.

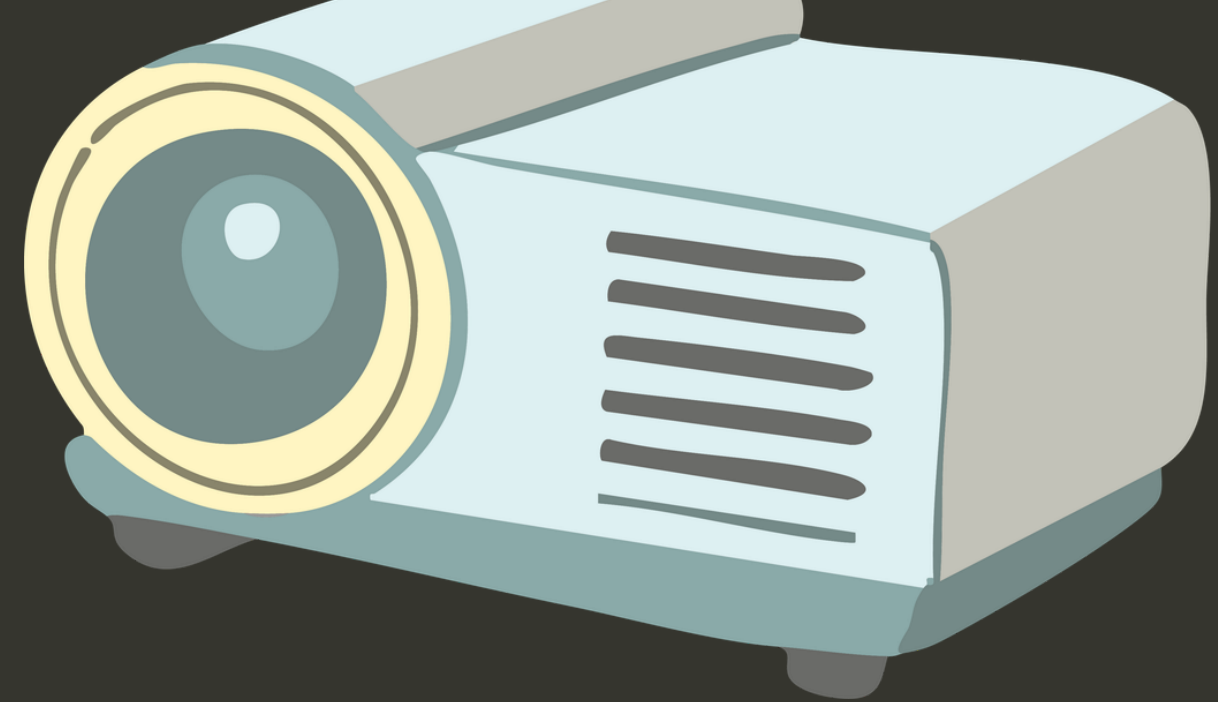


WHO DO YOU SEE?

What does it mean to
be smart?



DEFINING GIFTED



A gifted/talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who

- exhibits high-performance capability in an intellectual, creative, or artistic area;
 - possesses an unusual capacity for leadership; or
 - excels in a specific academic field.
- 
- 

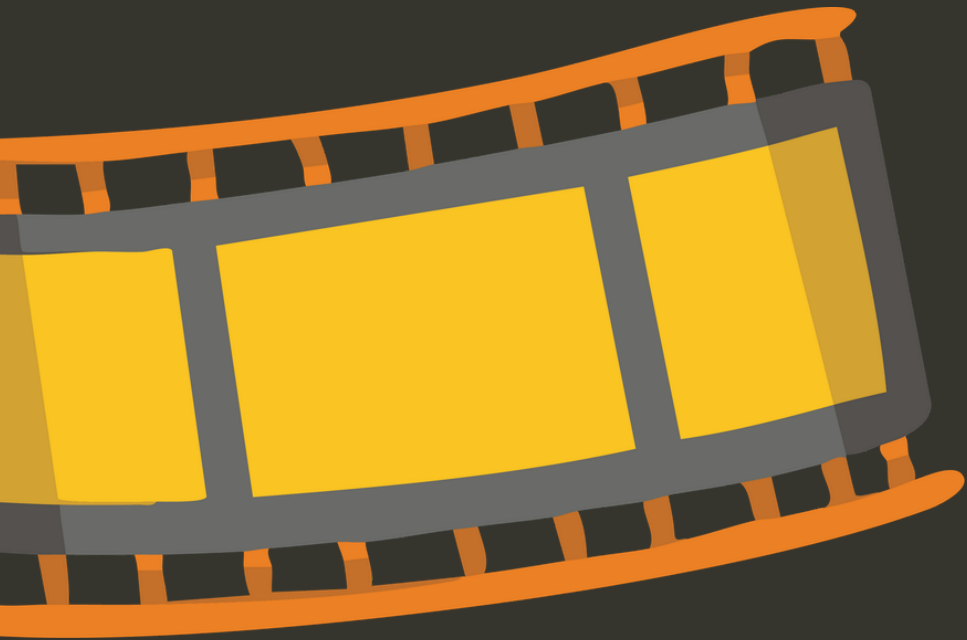
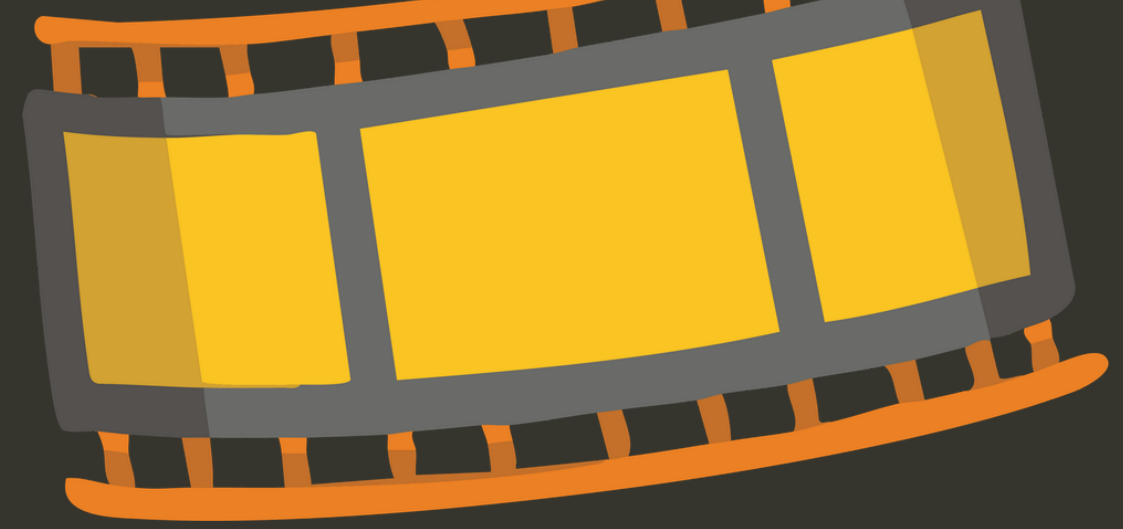
GiFTED LENS

- Giftedness
- Twice exceptional

Would Raymond be identified as "gifted" in your school? Why or why not?



UNDERSTANDING ★ RAYMOND



- What are Raymond's strengths?
- What are his challenges?
- How does he process the world differently from others?
- In what ways is he "gifted"? In what ways is he misunderstood?

Push Thinking:

Does giftedness have to be useful to others to be valued?

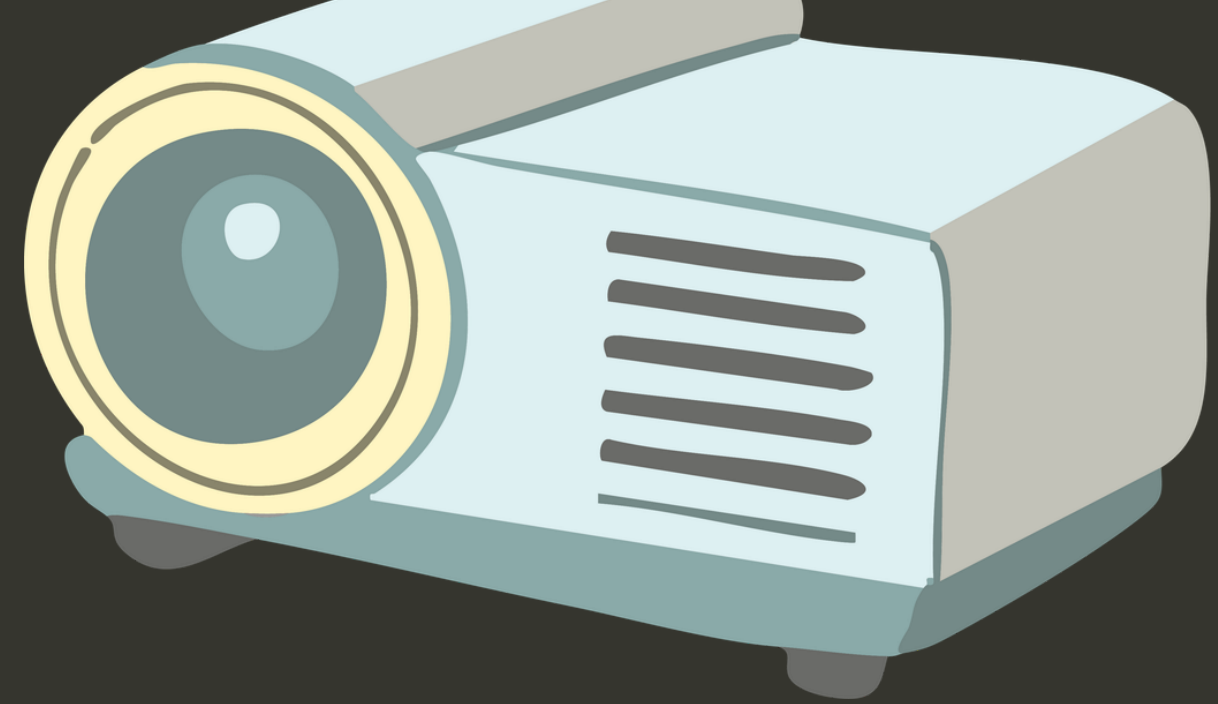


CHARLIE'S GROWTH & SOCIETY'S VIEW

- How does Charlie initially define intelligence/success?
- How does his perception change?
- What does the film suggest society values more—practical intelligence or academic brilliance?



STEREOTYPES & MISCONCEPTIONS



- 
1. Does Rain Man reinforce or challenge stereotypes about autism/giftedness?
 2. Do all gifted people have "savant" abilities like Raymond?
 3. How might this movie shape people's expectations of gifted or neurodivergent individuals?
- 

I'M NOT WHO YOU THINK I AM ✨

I may appear to be . . .

In reality I . . .

What I need is . . .



I'M NOT WHO YOU THINK I AM ✨

- How does your classroom support this 2E student?
- What practice(s) might you need to think about adding or deleting?



✦ COGNITIVE NEEDS GUIDING PRINCIPLES

- Asynchronous development means cognitive, social, and emotional development is not in sync.
- Significant discrepancies between abilities can occur even within the same subject ✦ area.
- Cognitive processing styles can influence learning, productivity, and achievement.
- Students may have deficits in sequential or conceptual thinking, and convergent or divergent thinking that can negatively influence achievement.
- Slow processing speed means it takes the students longer to process information and complete assignments.
- Executive functioning deficits make it difficult to plan, prioritize, and manage multiple homework assignments.
- Gifted students may not be able to sustain attention when the pace of instruction is too slow.
- Creative students need assignments that allow them to apply what they have learned in creative ways.

(Trail, 2011, p. 183)



SOCIAL NEEDS GUIDING PRINCIPLES

- Provide opportunities for students to work with peers who have similar abilities and interests.
- Identify students with inadequate social skills, poor peer relationships, or difficulties with authoritarian figures. 
- Introverted students need time to recharge after group activities, while extroverts gain strength from interactions.
- Guard against peer bullying and anti-intellectual climates in classroom and school.
- Work collaboratively with parents and students to develop a comprehensive plan for intervention.
- Empower twice-exceptional learners by teaching them the skills they need to achieve their potential.
- Teach self-advocacy skills and practice these skills in a safe environment.
- Invite students to participate in friendship groups to learn the skills needed to establish and maintain friendships.
- Encourage students to participate in extracurricular and community activities.



(Trail, 2011, p. 187)

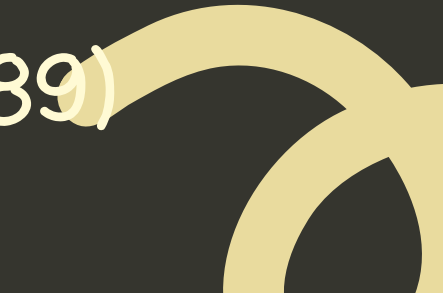




EMOTIONAL NEEDS GUIDING PRINCIPLES

- Identify students with emotional issues such as low self-esteem, dysfunctional perfectionism, unrealistic expectations, anxiety and/or depression.
 - Assist students in understanding and accepting their strengths, weaknesses, and cognitive styles.
 - Teach perfectionists that mistakes are a part of the learning process.
 - Promote success as the result of effort, not ability.
 - Help students deal with sensitivity, intensity, and/or emotionality.
 - Teach students emotional self-regulation skills, metacognitive scripts, and emotional problem solving.
 - Stress can result in internalized or externalized behaviors.
 - Coach students in setting realistic goals and celebrate successful achievement of goals.
 - Self-esteem increases when students are able to achieve their goals.
- 

(Trail, 2011, p. 189)



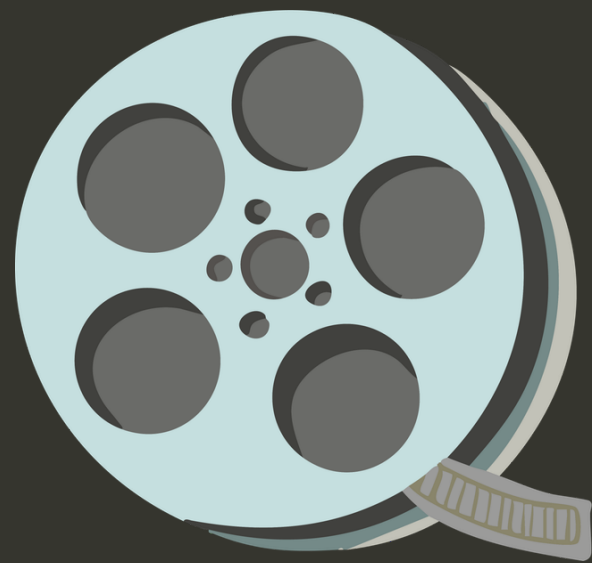


PHYSICAL NEEDS GUIDING PRINCIPLES

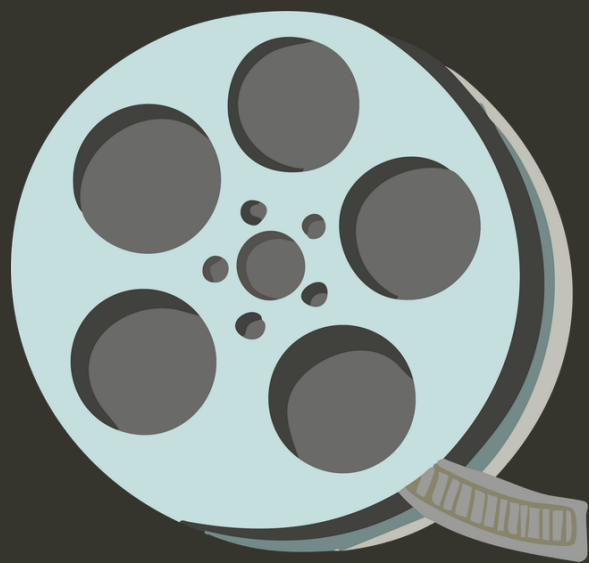
- Provide a quiet area where students can rest and regroup.
- Emphasize proper nutrition and avoid processed foods when possible.
- Promote exercise as a way to reduce stress.
- Stress the importance of daily routines.
- Emphasize the importance of adequate sleep.



THOUGHTFUL QUESTIONS

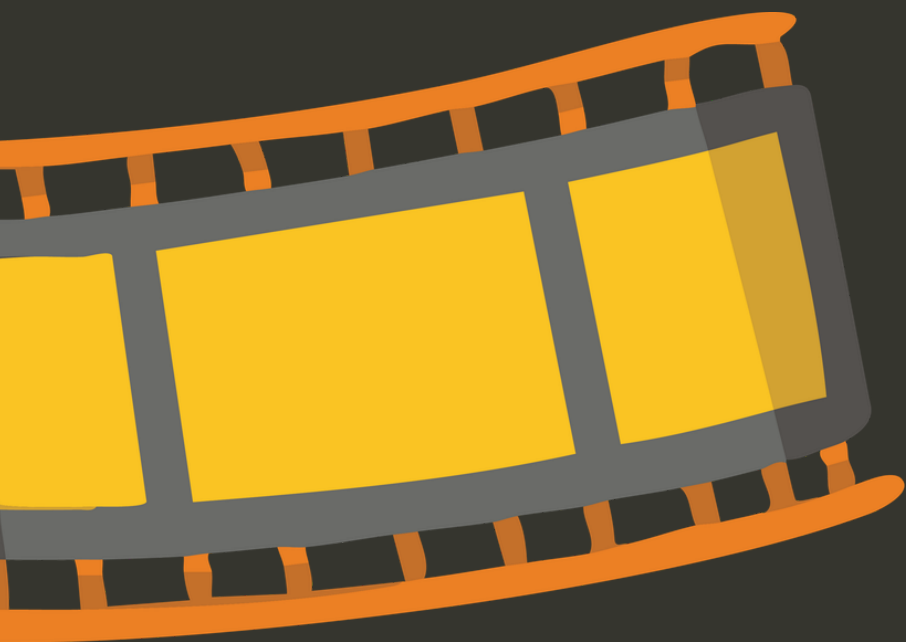


EXIT TICKET

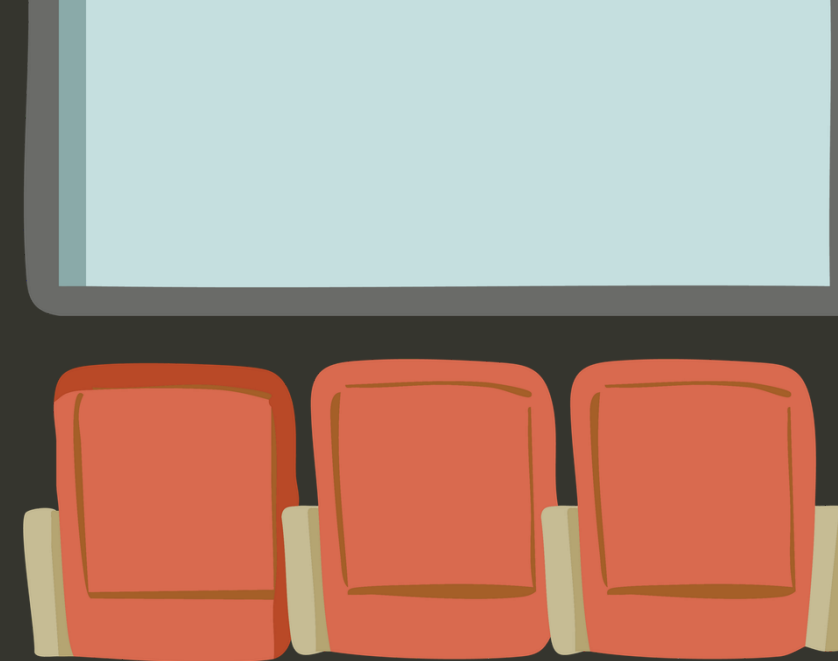


Choose one:

- "One thing I misunderstood about giftedness before today..."
- "One way schools could better support students like Raymond..."
- "A question I still have..."

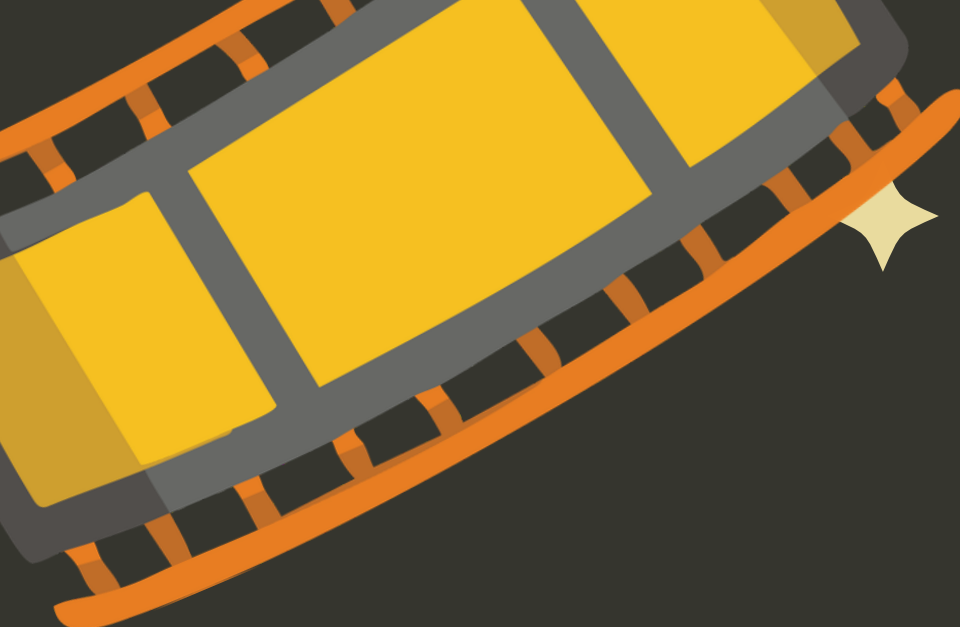


CINEMA TECHNOLOGY



Make sure you did the
preassignment and
submitted it through
the Google Form. You
can find details [here](#).





WANT ATTENDANCE CREDIT?

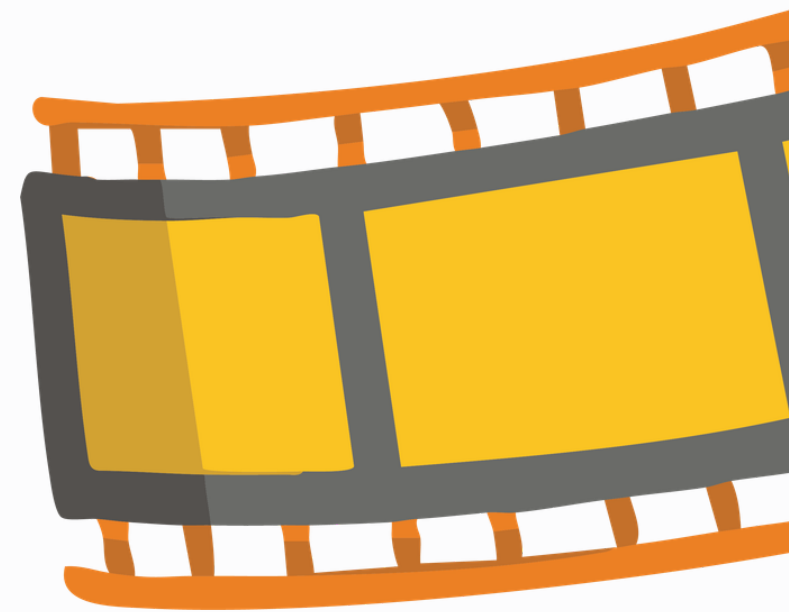


To receive attendance credit for all sessions, you **must** fill out the feedback form after each session. You can get to the feedback form by using the tinyurl below or scanning the QR code. Please do so within 30 minutes of the session ending. You will receive a copy of your response, so you can make sure you did your survey and to check attendance. Save this for your records!

[HTTPS://TiNYURL.COM/ENGAGE26FB](https://tinyurl.com/engage26fb)



RAIN MAN



RESOURCE PAGE

