

Charlene Brock

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**Personality Type & Giftedness:
What is the Relationship?**

Charlene Brock
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Personality Type and Giftedness

- Learn ways that psychological type theory can be used by teachers and parents to support gifted children.
- Charlene Brock
 - Parent Rep on Littleton Public Schools Gifted and Talented Advisory Council
 - Accredited MBTI Feedback Provider (CAPT)
 - Research Director, Accredited Teacher Training, (DPS, CCSD)
 - Training Coordinator, Consulting Psychologists Press, Palo Alto, CA
 - Accreditation Director, Mind Matters/Cortex, Los Altos, CA
- BA Stanford University, Human Biology: Psychobiology of Behavior

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Overview of Talk

- What is type?
- Instruments that measure type
- Type trends in the Gifted and Talented
- Implications of teachers' and parents' type
- Use of type theory with Gifted students
- Research and resources

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What is personality type theory?

- Theory based on work of Carl G. Jung
- Further developed by Isabel Myers and Katharine Briggs
- Natural preferences: innate and developed over a lifetime
- How we are energized, take in information, make decisions, and orient to the outer world

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Myers-Briggs Type Indicator®

- MBTI®
- Myers-Briggs Type Indicator® preference scales:
 - Extraversion-Introversion
 - Sensing - Intuition
 - Thinking-Feeling
 - Judging - Perceiving
- For use with those age 14 and up

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**Murphy-Meisgeier Type Indicator
for Children®**

- MMTIC™
- Created by Dr. Elizabeth Murphy and Dr. Charles Meisgeier
- For use with students in 2nd through 12th grade

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Important Understandings

- There are sixteen types which allow for individual differences.
- All types are valuable and have their strengths and stretches.
- All types can do all types of work.
- Type is innate.
- Type is developed over a lifetime.

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Type Development in Children

- Young children do what is fun and natural.
- They may think their way is the only way; their behaviors may not be under conscious control.
- Children will try non-preferred activities if they are relaxed and comfortable.
- Always offer choices. Let children explore different behaviors.
- Development is learning conscious control of preferences.

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Extraversion - Introversion

- The source of your energy

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Extraversion | **Introversion**

From the Denver Post

Sensing - Intuition

- How you take in information

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Sensing-Intuition

From the Denver Post

Thinking - Feeling

➔ How you make decisions

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Thinking - Feeling

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Judging - Perceiving

➔ How you orient to the world around you

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Judging - Perceiving

From the Denver Post

Type Trends of the Gifted and Talented

	Total Pop* (Manual)	Total Pop** (Atlas)	Males*	Females*	GT*** Total Pop	GT*** Males	GT*** Females
E	49%	65%	46%	53%	51%	46%	53%
I	51	35	54	47	49	54	47
S	73	68	72	75	28	29	24
N	27	32	28	25	72	71	76
T	40	48	57	25	54	69	41
F	60	52	43	75	46	31	60
J	54	55	52	56	40	40	43
P	46	45	48	44	60	60	57

* Manual, ** Atlas, *** Gifted and Talented
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** MacNeil, G.P., Kame, R.L., & McCulloch, M.H. (1986). Giftedness. *Journal of Gifted Education*, 18(1), 1-10.
*** See, Egad (White 2004). "A Synthesis of Research on Psychological Types of Gifted Adolescents." *The Journal of Secondary Gifted Education*, Vol. XV, no.2, pp. 30-39.

Implications

- ➔ All comments are compared to the general population.
- ➔ GT males have slight tendency towards I, and GT females slight tendency towards E
- ➔ GT students tend towards N
- ➔ GT students tend towards T, note female increased tendency towards T despite overall preference towards F
- ➔ GT students have slight tendency towards P

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Full Type Preferences

- Most common types for general population from Atlas**:
ESTJ, ESFJ, ESFP, ENFP
- Most common types for general population from Manual*:
ISFJ, ESFJ, ISTJ, ISFP
- Most common types for Gifted and Talented population***:
ENFP, INTP, ENTP, INFP

**Kaufman, Robert B. and McGee, R. L. (1989). "Personality Types of Gifted Children." *Giftedness*, Vol. 1, pp. 1-10.
***Lid, Ugar (Winter 2006). "A Synthesis of Research on Psychological Types of Gifted Adolescents." *The Journal of Secondary Gifted Education*, Vol. XX, no. 2, pp. 70-79.

Type in Education

- Js tend to have higher mean grades as compared to Ps with comparable IQs.*
- Those who have a preference for N tend to have a higher IQ. *
- Caveat: How are these measures written, in a style more appropriate for Ns than Ss?
- Medical Entry Exams: Time limit or not?

*Mason, Isabel Briggs and McCauley, Mary, Quenk, Naomi, and Hammer, Alice (2001). *MBTI Manual*. Palo Alto, CA: CPP, Inc.

Who are the Gifted and Talented?

- Gifted students are represented in every personality type.
- Plan for the majority, but do not neglect the minority.

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Time to Process

- Take a few minutes to speak with a person near you. Share a new insight that you have learned. The insights will be shared with the group.

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Applications

- School
 - Teachers learn type and apply strategies in the classroom.
 - Students are pulled out in small groups to learn about type.
 - Students learn about type in a large group setting. Teachers use type language in the classroom.
- Family
 - Children and parents learn the child's type.
 - All members of the family learn about their type and the impact on family dynamics.

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Benefits of Type for the Gifted and Talented

- Increased self-understanding
- Increased respect, appreciation and acceptance of others
- Enhanced ability of teachers to engage students and develop new skills
- Improved communication with parents and teachers to express frustrations or excitement
- Greater interest in or cooperation with learning new skills when seen as type development

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Teacher Types

- The majority of teachers in the elementary school grades have a preference for S.
- As you progress through the higher grades, more teachers tend to have a preference for N.
- Keep in mind how a teacher's type might influence the classroom environment and lesson plans.
- There are benefits for students to deal with teachers of all type preferences.

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Parent Types

- Great variation within families, everyone is an individual.
- It is common for parents to expect children to learn and communicate in the way that the parent does.
- Parent's understanding of own type is beneficial.

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Thoughts to Ponder

- Type reflects preferences, behavior is always a choice. Type is not an excuse for bad behavior.
- Understand that type is continuing to develop in children. Do not limit children with your understanding and expectations of their type.
- Encourage and allow for exploration of different preferences by children.
- Consider how one might engage children of all types: use their strengths to capture their attention and then teach them skills they need (studying, test taking, time management)

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Impact on Common GT Issues

- Perfectionism: Understanding of strengths and stretches allows for greater self-acceptance.
- Underachievement: "Training" in stretches (often SJ activities) can lead to greater achievement. Children can learn to meet expectations that are difficult for them.
- Social issues: Feelings of isolation and frustration may be better understood and communicated. Children may experience increased respect for others.

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E-I Strategies

- 3-Second Rule
- Listen-Pair-Share
- Green and Red Cards

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S-N Strategies

- Word Swap
- Pair an S with an N
- Giving Directions: Overview and Examples


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T-F Strategies

- Dual Perspective: the Flaw and the Asset
- Clarify Your Style of Feedback
- Balance Independent and Group Work


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J-P Strategies

- Time Warnings to Reconvene
- Planning for a Deadline: Forwards or Backwards
- “Good Act, Bad Timing”


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Research

- Nationwide effort to support the use of the MMTIC as a research-based intervention.
- The concept is to train teachers in type theory to use with the regular curriculum in an effort to increase grades, standardized test scores, and comfort level in the classroom.
- DPS and Cherry Creek School District have approved the study.


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Resources

- General Type knowledge
- Family dynamics
- Students and teaching

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Questions and Answers

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