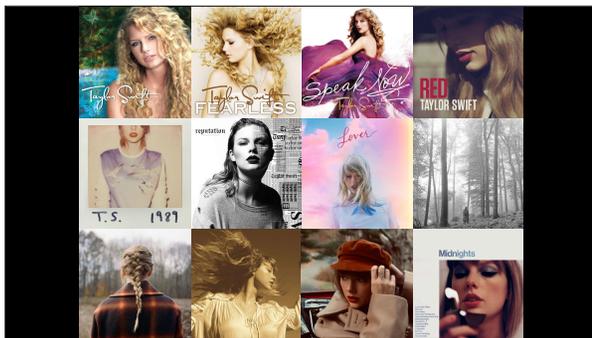





brianhousand@gmail.com
brianhousand.com
@brianhousand

Well...
How did we get here?

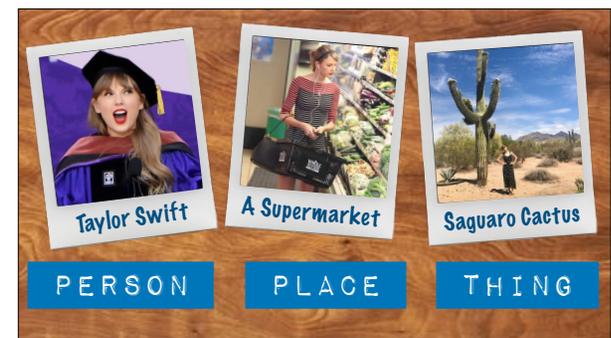


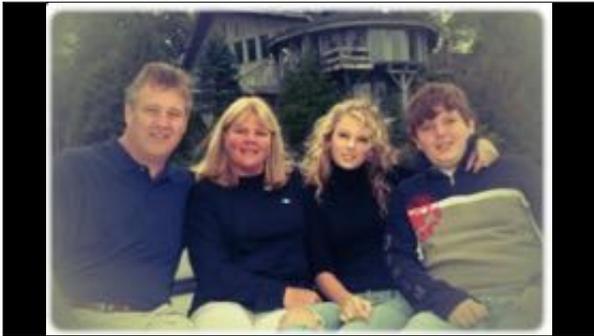
**I WANNA BE DEFINED BY
 THE THINGS THAT I LOVE
 NOT THE THINGS I HATE
 NOT THE THINGS I'M AFRAID OF...
 OR THE THINGS THAT HAUNT ME
 IN THE MIDDLE OF THE NIGHT
 I JUST THINK THAT
 YOU ARE WHAT YOU LOVE.**
 TAYLOR SWIFT

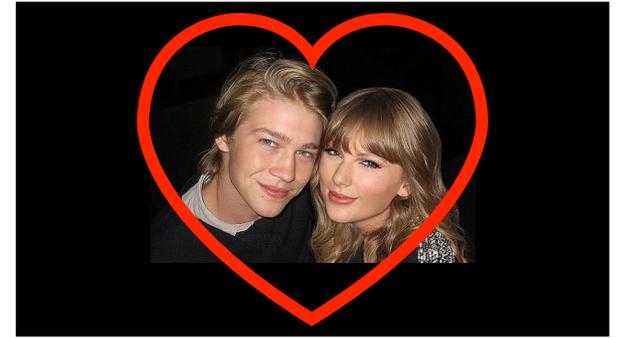
TALENT
DEVELOPMENT



PERSON
PLACE
THING







Don't be afraid to fall in love with something and pursue it with intensity.

Know, understand, take pride in, practice, develop, exploit and enjoy your greatest strengths.

Learn to free yourself from the expectations of others and to walk away from the games they impose on you. Free yourself to play your own game.

Find a great teacher or mentor who will help you.

Don't waste energy trying to be well rounded.

Do what you love and can do well.

Learn the skills of interdependence.

TORRANCE MANIFESTO
A GUIDE FOR DEVELOPING A CREATIVE CAREER

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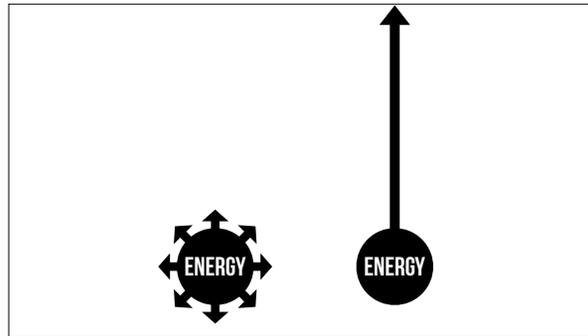
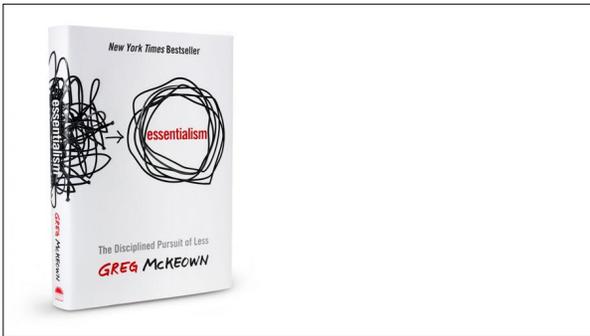




**You get to pick
what your life has
time and room for.
Be discerning.**

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cringe
When someone acts / or is
so embarrassing or awkward
it makes you feel extremely
ashamed and/or embarrassed.

What if...
It's not any good?
People don't like it?
I fail?

Trends and phases are fun.
Looking back and laughing is fun.



Profiles of the Gifted and Talented

George T. Betts and Maureen Neihart
University of Northern Colorado

Abstract

After several years of observations, interviews, and reviews of literature, the authors have developed six profiles of gifted and talented children and youth. These profiles help educators and parents to look closely at the feelings, behaviors, and needs of the gifted and talented. Also, tips on identification of each profile are included as well as information on facilitating the gifted and talented in the school and home.

Gifted children are usually discussed as an undifferentiated group. When they are differentiated, it tends to be on the basis of differences in intellectual abilities, talents, or interests rather than from a total or "gestalt" point of view in terms of behavior, feelings, and needs. For example, creatively gifted

Betts, G. T., Neihart, M. (1988). Profiles of the gifted and talented. *Gifted Child Quarterly*, 32(2), 248-253.

Few studies focus on a holistic perspective of the gifted child. Most address one aspect of development or an area of achievement or interest. (Colangelo & Parker, 1981; Delisle, J. R., 1982; Gregory & Stevens Long, 1986; Kaiser, Berndt, & Stanley, 1987; Schardinski & Reynolds, 1985). The development of the whole child must be addressed, taking into account the interaction of emotional, social, cognitive, and physical factors. It is essential to remember that "A child is a total entity, a combination of many characteristics. Emotions cannot be tested separately from intellectual awareness or physical development; all intertwine and influence each other" (Rooper, 1982, p. 21). Giftedness should not be defined by separate categories; every aspect of personality and development influences and interacts with every other aspect. Giftedness should be examined as a construct that impacts on personality.

TYPE I - The Successful
TYPE II - The Challenging
TYPE III - The Underground
TYPE IV - The Dropouts
TYPE V - The Double-Labeled
TYPE VI - The Autonomous Learner

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The Struggle is Real:
Recognizing & Responding to
#gifted kid burnout

brianhousand.com 



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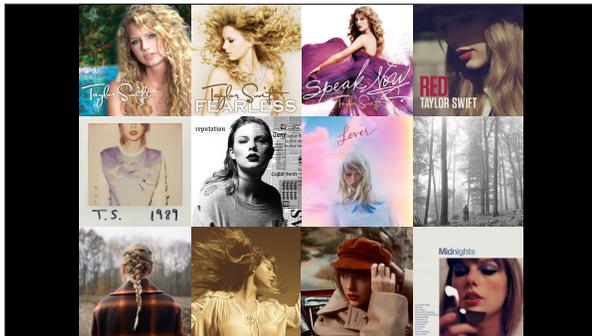
Learn the skills of interdependence.

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A CREATIVE CAREER



FAILURE
 isn't a **necessary evil**.
 In FACT, it isn't **EVIL** at all.
 It is a **NECESSARY**
 consequence of doing
 something **NEW**.
 - Ed Catmull

Failure is relative.



No. I'm making a better record.



Failure is relative.

TYPES OF FAILURE
PREVENTABLE
UNAVOIDABLE
INTELLIGENT

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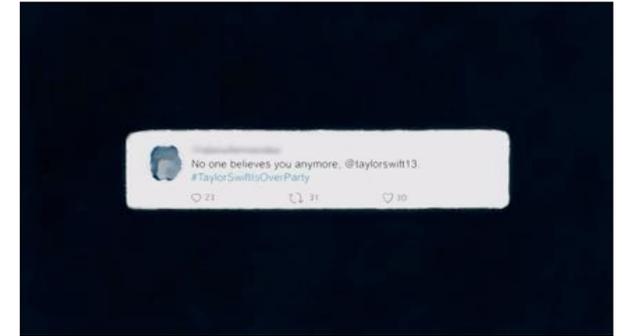
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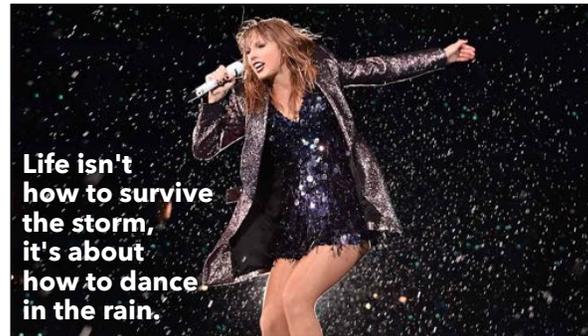
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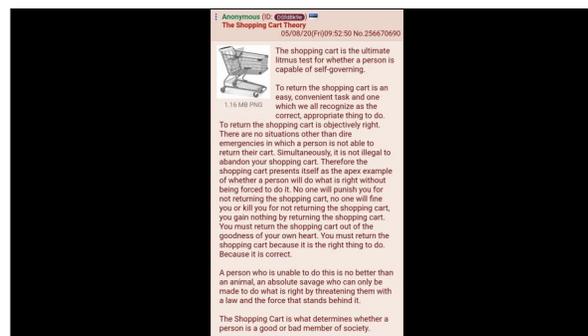
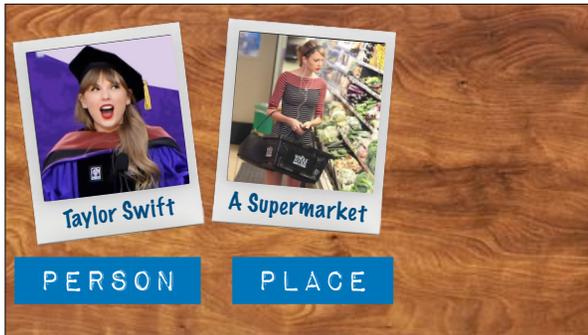
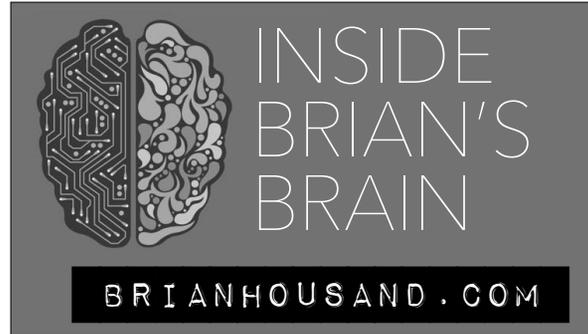
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To return the shopping cart is objectively right. There are no situations other than dire emergencies in which a person is not able to return their cart. Simultaneously, it is not illegal to abandon your shopping cart. Therefore the shopping cart presents itself as the apex example of whether a person will do what is right without being forced to do it. No one will punish you for not returning the shopping cart, no one will fine you or kill you for not returning the shopping cart, you gain nothing by returning the shopping cart. You must return the shopping cart out of the

you or kill you for not returning the shopping cart, you gain nothing by returning the shopping cart. You must return the shopping cart out of the goodness of your own heart. You must return the shopping cart because it is the right thing to do. Because it is correct.

A person who is unable to do this is no better than an animal, an absolute savage who can only be made to do what is right by threatening them with a law and the force that stands behind it.

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A person who is unable to do this is no better than an animal, an absolute savage who can only be made to do what is right by threatening them with a law and the force that stands behind it.

The Shopping Cart is what determines whether a person is a good or bad member of society.



What do you notice?



What do you wonder?



UNITED STATES PATENT OFFICE.

CLARENCE SAUNDERS, OF MEMPHIS, TENNESSEE.

SELF-SERVING STORE.

1,949,872. Specifications of Letters Patent. Patented Oct. 9, 1917.

Application filed October 21, 1916. Serial No. 156,302.

To all whom it may concern:

Be it known that I, CLARENCE SAUNDERS, a citizen of the United States, residing at Memphis, Shelby county, and State of Tennessee, have invented and discovered certain new and useful improvements in Self-Serving Stores, of which the following is a specification.

The object of my said invention is to provide a store equipment by which the customer will be enabled to serve himself and, in so doing, will be required to review the entire assortment of goods carried in stock, conveniently and attractively displayed, and

the interior of a store as seen from the front end thereof, arranged and equipped in accordance with my invention,

Fig. 2 is a horizontal plan view,

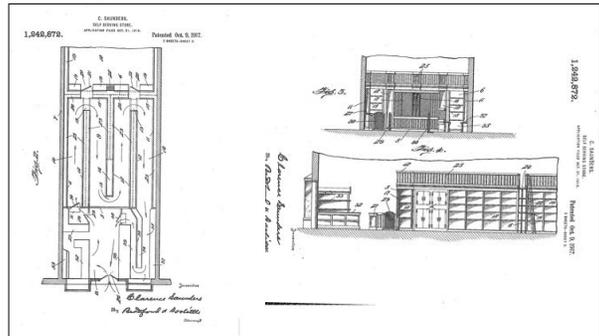
Fig. 3 is a front plan, and

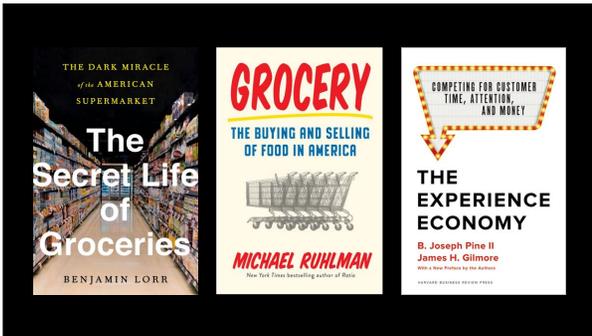
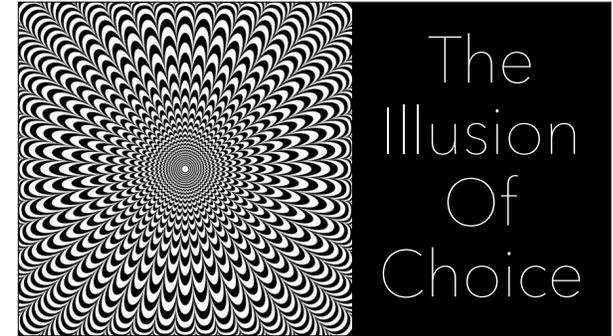
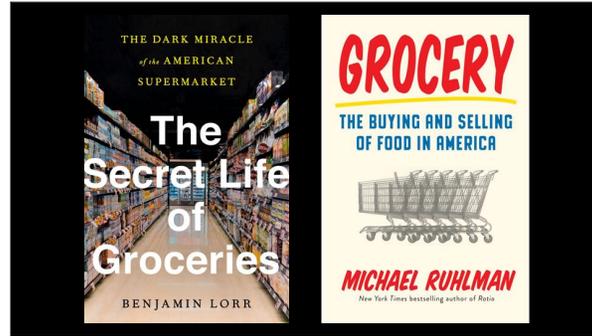
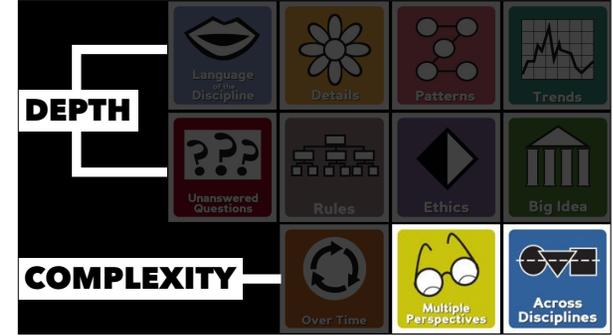
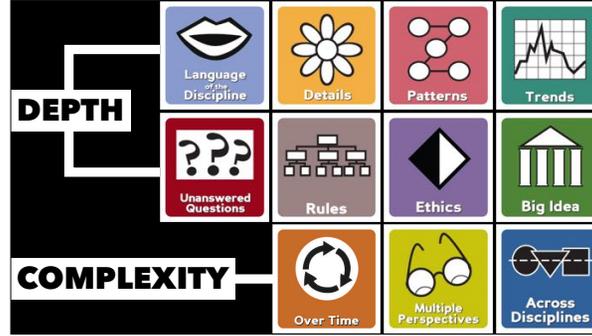
Fig. 4 a longitudinal section.

Referring to the construction in further detail, the store consists of a room provided with front and rear partitioning walls 5 and 6, dividing the floor space 7 into a lobby (forming an entrance and exit room) 8, at the front; a sales department 9, in the middle; and a supply or stock room 10 at the rear of the building, all proportioned

The object of my said invention is to provide a store equipment by which the customer will be enabled to serve himself and, in so doing, will be required to review the entire assortment of goods carried in stock, conveniently and attractively displayed, and after selecting the list of goods desired, will be required to pass a checking and paying station at which the goods selected may be billed, packed, and settled for before retiring from the store, thus relieving the store of a large proportion of the usual incidental expenses, or overhead charges, required to operate it, all as will be hereinafter more fully described and claimed.

with front 6, dividing (forming the front; middle; and the rear of with regard particular designed. The sale merchandise arranged and interior cabinets 12 and with sl





Commodity **Goods** **Service** **Experience**

COMPETING FOR CUSTOMER TIME, ATTENTION, AND MONEY

THE EXPERIENCE ECONOMY

B. Joseph Pine II
James H. Gilmore

With a New Preface by the Authors

HARVARD BUSINESS REVIEW PRESS

Time is limited.
Attention is scarce.
Are you engaging your **learners?**
customers?

What about in school?

Standards? **Textbook?** **Instruction?** **Experience!**

FOOD DESERTS

Ten

A tract in which at least 100 households are located more than one-half mile from the nearest supermarket and have no vehicle access; or at least 500 people, or 33 percent of the population, live more than 20 miles from the nearest supermarket, regardless of vehicle availability.

<https://www.ers.usda.gov/data-products/food-access-research-alias/documentation/>

WHAT IS A FOOD DESERT?

A food desert is an urban or rural area where the availability of affordable, healthy, fresh food is limited.

ACCORDING TO THE U.S. DEPARTMENT OF AGRICULTURE 25-30 MILLION AMERICANS LIVE IN FOOD DESERTS

FOOD DESERTS LEAD TO POOR DIETS, WHICH CAN CONTRIBUTE TO OBESITY, TYPE 2 DIABETES AND HEART DISEASE

SOUTHERN STATES LIKE ALABAMA, LOUISIANA AND NORTH CAROLINA ARE MOST AFFECTED DUE TO POVERTY, UNHEALTHY AND FOOD ACCESS

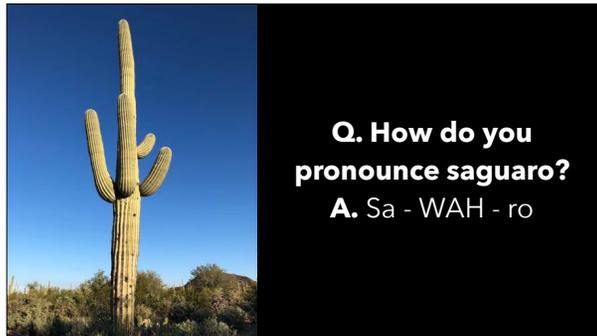
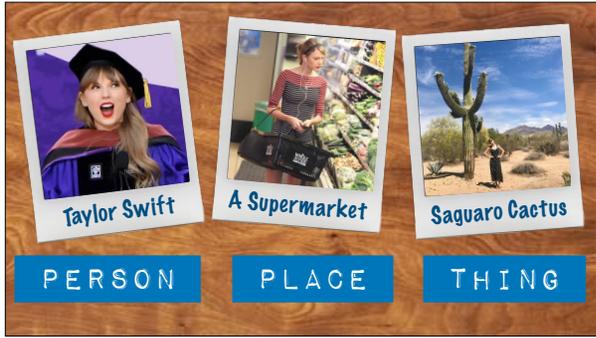
FOOD SWAMPS

Food Swamps Predict Obesity Rates Better Than Food Deserts

A new UConn Rudd Center study found that easy access to fast- and junk-food outlets was a better predictor of high obesity rates than lack of access to affordable, nutritious food.

TOPPING FROM THE BUCKLE ON OBESITY

ENRICHMENT DESERTS





8 years = 1.5 inches



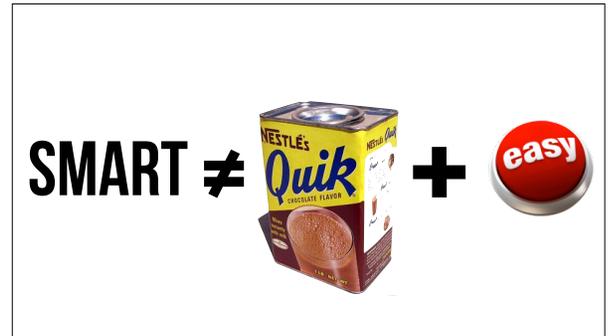
35 years = flowers



75 years



125 years = adult



SMART ≠



+



TASK COMMITMENT represents energy that is brought to bear upon a particular problem (task) or specific performance area.

(RENZULLI, 1978)

GROWING ROOTS

SONORAN ROOT NETWORKS

MESQUITE TREE CREOSOTE BUSH SAGUARO CACTUS

Most of the saguaros roots are only 4-6 inches deep and radiate out as far from the plant as it is tall.

SONORAN ROOT NETWORKS

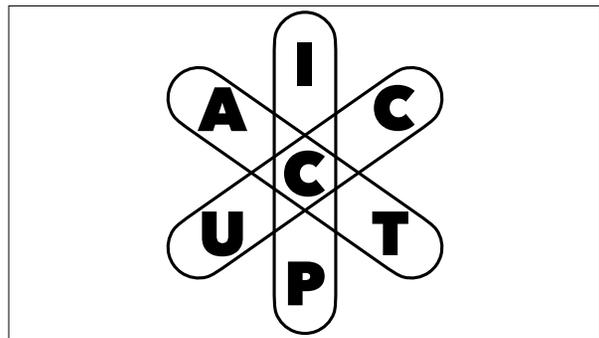
MESQUITE TREE CREOSOTE BUSH SAGUARO CACTUS

There is one deep root, or tap root that extends down into the ground more than 2 feet.

WIDE RANGE OF INTERESTS

A DEEP ROOTED PASSION

EFFORTLESSNESS IS A MYTH





1. SUPPORT SYSTEMS
2. CATCH & RELEASE
3. EMBRACE CRINGE
4. DON'T HIDE YOUR ENTHUSIASM
5. FAILURE & REINVENTION
6. HATERS GONNA HATE
7. DREAM BIGGER
8. SELF-SERVE
9. CHOICES & EXPERIENCES
10. FOOD DESERTS
11. TASK COMMITMENT
12. INTERESTS VS. PASSION
13. EFFORTLESSNESS IS A MYTH

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