



# WASA

## SUPERINTENDENTS CONFERENCE

*the future is full of great possibilities*

**MAY 1-3 CHELAN, WA | 2022**

### **Toward a Human-Centered Education System**

*Scott Barry Kaufman, Ph.D.*

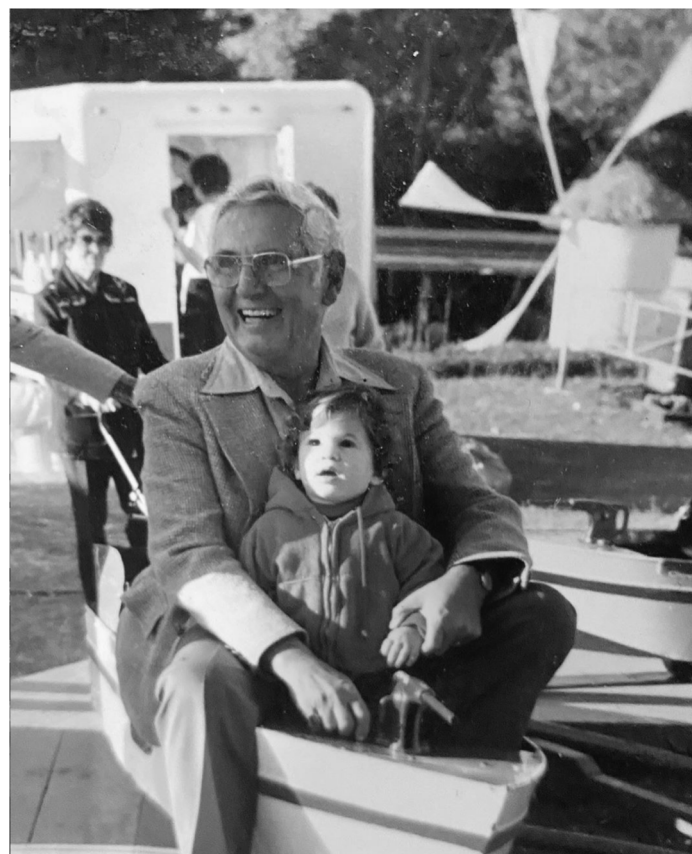
Professor, Columbia University

Founder & Director, Center for Human Potential

*Honorary Principle Fellow at the University of Melbourne' Centre  
for Wellbeing Science*

# **My Personal Story**

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# ENGAGEMENT



**Potential is a constantly moving target.**

The more we engage in something, the more potential grows.

Potential → Readiness for engagement

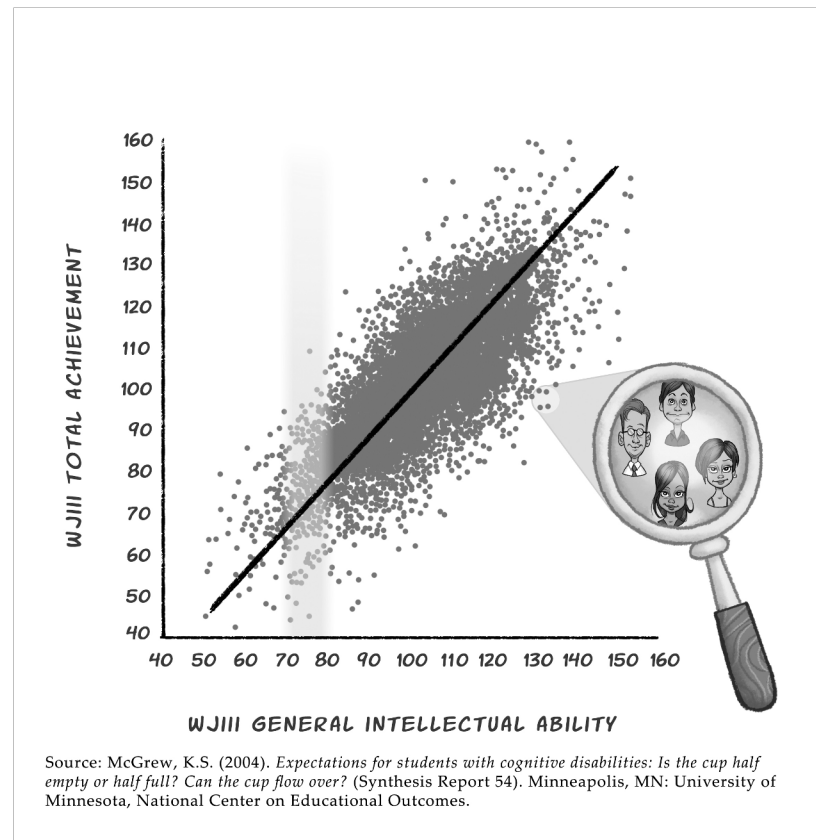


Our standard predictive  
models of success and life  
outcomes won't hold!!!



—

# Capacity vs. Competence



**Illustrator: George Doutsopoulos**

# What other factors affect academic competence?

- Academic intrinsic motivation
- Cognitively stimulating home environment
- Active learning strategies
- Self-Control
- Self-regulation/Emotional Intelligence
- Social supports in classroom



# The Theory of Personal Intelligence

## Kaufman (2013)

Intelligence is the dynamic interplay of engagement and ability in pursuit of personal goals.



“We try to make a rose into a good rose, rather than seek to change roses into lilies. . . . It necessitates a pleasure in the self-actualization of a person who may be quite different from yourself. It even implies an ultimate respect and acknowledgement of the sacredness and uniqueness of each kind of person.”



~ Abraham Maslow, unpublished essay



Photo from Promotional Strategies



**TRANSCENDENCE**

**GROWTH**

**PURPOSE**

**LOVE**

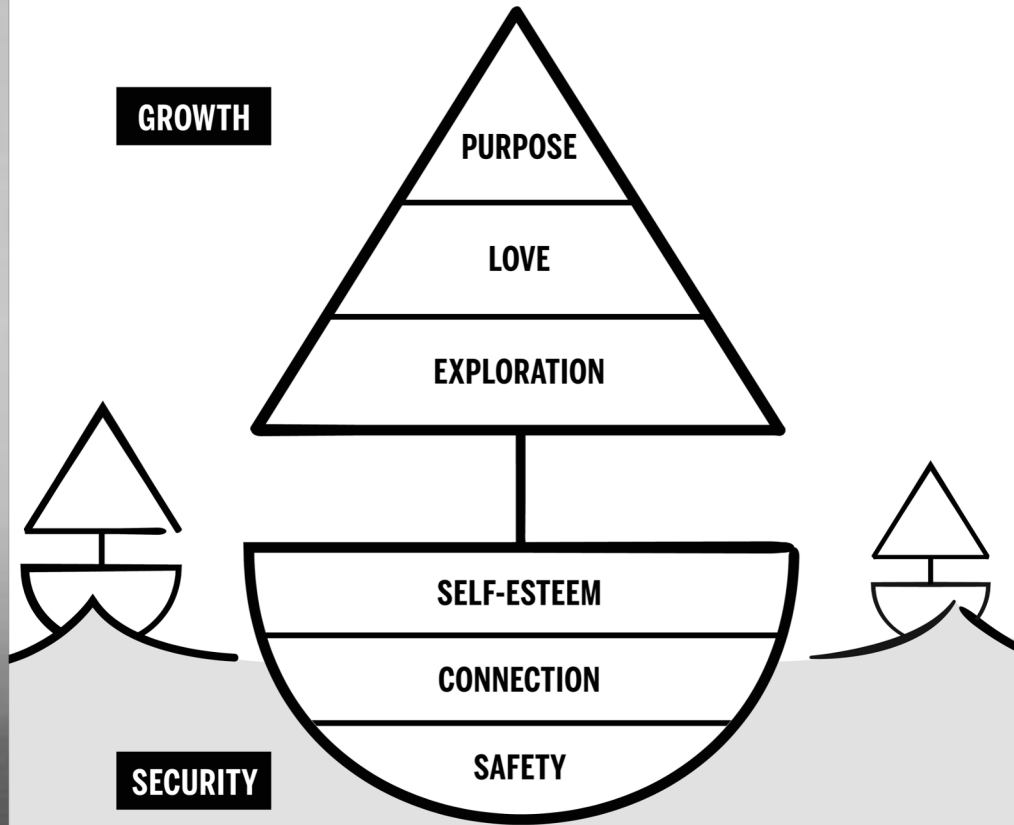
**EXPLORATION**

**SELF-ESTEEM**

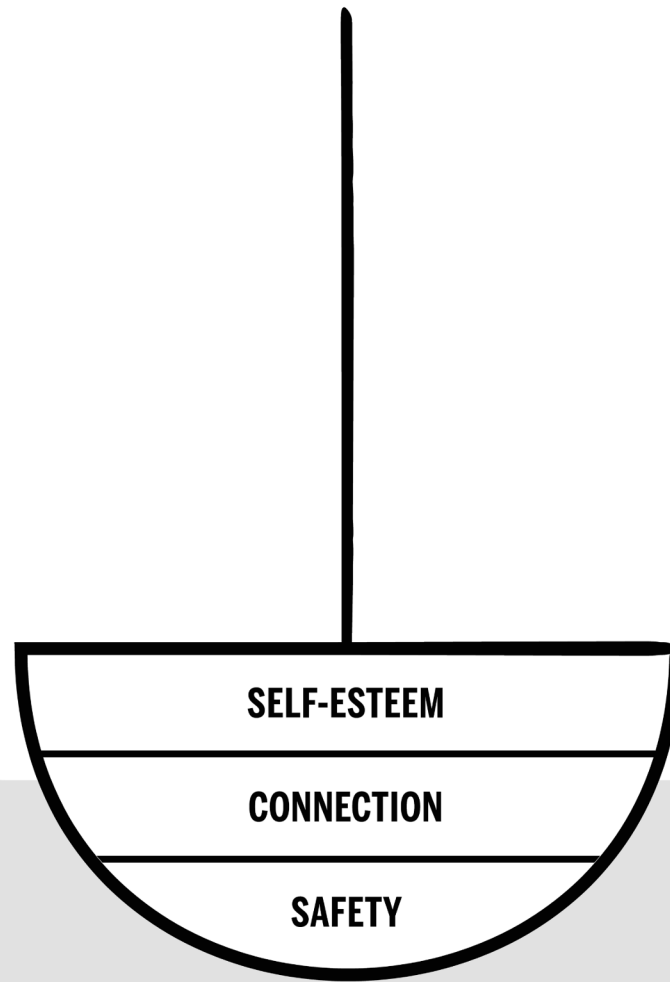
**CONNECTION**

**SECURITY**

**SAFETY**



# SECURITY



## Safety

**Lack of extreme poverty, Food certainty, Secure attachment, Lack of harshness and unpredictability in environment**



## Connection

Belonging, Acceptance  
from others, Intimacy,  
Relatedness



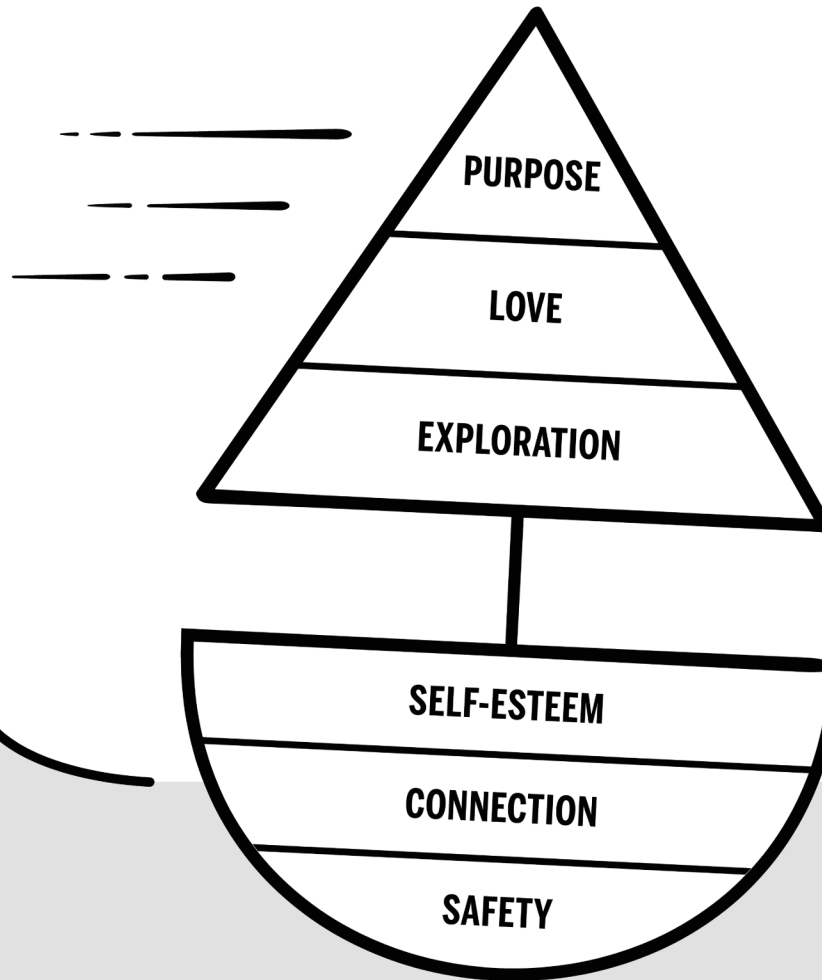


# Self-Esteem

Self-worth, Competence,  
Healthy regulation of  
narcissism



# GROWTH



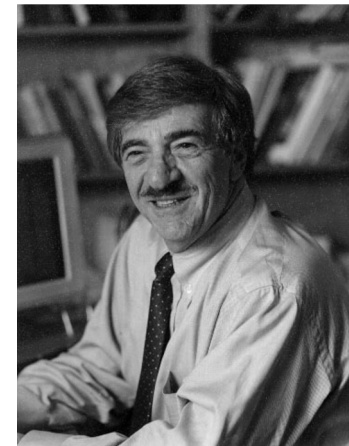
# Exploration

**Social exploration, Adventure seeking, Post-traumatic growth, Openness to experience, Intellect**

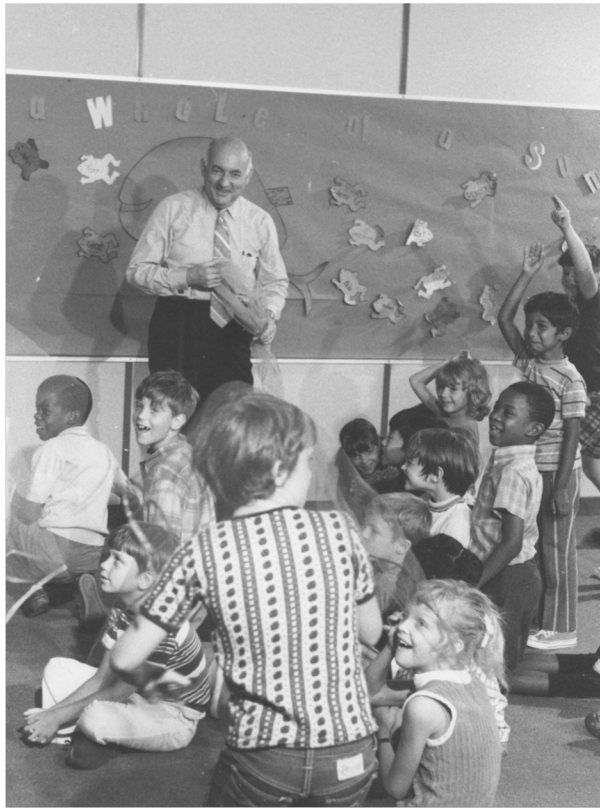


# Schoolhouse vs. Creative-productive Giftedness

*“History tells us it has been the creative and productive people of the world, the producers rather than consumers of knowledge, the reconstructionists of thought in all areas of human endeavor, who have become recognized as ‘truly gifted’ individuals. History does not remember persons who merely scored well on IQ tests...” (Renzulli, 2005, p. 256)*



# Torrance Study (1950s-ongoing)



# **An Example...**

*What would happen if people could become invisible at will?*

# **Some Original Responses**

- *You could see only beautiful people on the beaches.*
- *Paparazzi would be more effective.*
- *It would be harder to play hide and seek.*
- *You could escape a bad date.*

# Culture Fairness

- Few differences between African Americans and European Americans and Native Americans
- Few differences between Hispanic Americans and European Americans on non-verbal assessments of creativity
- Few differences between Asian Americans and non-Asian Americans in measures of verbal, mathematical, and artistic creativity



# “Beyond” Characteristics

- Love of Work
- Persistence
- Purpose in Life
- Deep Thinking
- Tolerance of Mistakes
- Openness to change
- Risk taking
- Feeling comfortable as a “minority of one”

“Life’s most energizing and exciting moments occur in those split seconds when our struggling and searching are suddenly transformed into the dazzling aura of the profoundly new, an image of the future... One of the most powerful wellsprings of creative energy, outstanding accomplishment, and self-fulfillment seems to be falling in love with something—your dream, your image of the future.”

– E. Paul Torrance



# IPAR Studies



*“Thus the creative genius may be at once naive and knowledgeable, being at home equally to primitive symbolism and to rigorous logic. He is both more primitive and more cultured, more destructive and more constructive, occasionally crazier and yet adamantly saner, than the average person.”*

*- Frank X. Barron, psychologist and creativity researcher*

If I had to express in one word what makes their personalities different from others, it's *complexity*. They show tendencies of thought and action that in most people are segregated. They contain contradictory extremes; instead of being an "individual," each of them is a "multitude."

– Mihaly Csikszentmihalyi



# Messy Minds



# Openness to Experience



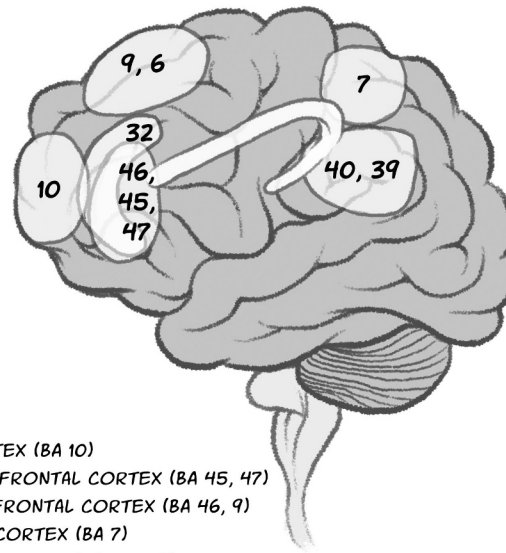
# Openness to Experience

- Is curious about many different things.
- Is inventive, finds clever way to do things.
- Believe in the importance of art.
- Love to reflect on things.
- Often get lost in thought.
- Often daydream.
- Get deeply immersed in music.
- Believe in the importance of personal growth.
- Need a creative outlet.



# Intellect

## Executive Control Network

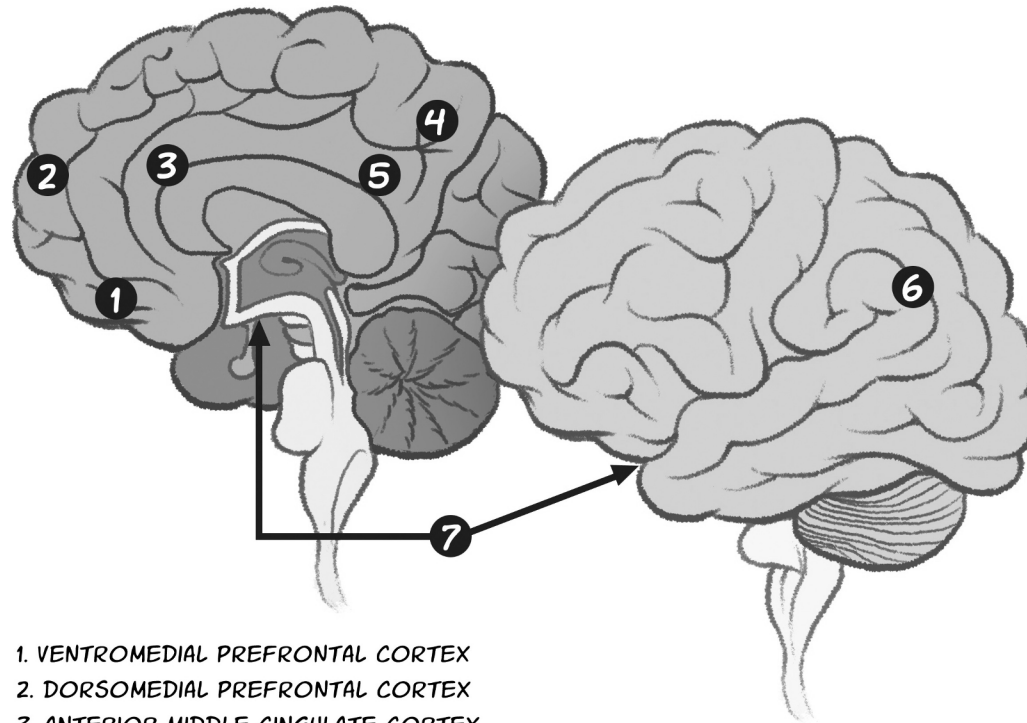


FRONTOPOLAR CORTEX (BA 10)  
VENTROLATERAL PREFRONTAL CORTEX (BA 45, 47)  
DORSOLATERAL PREFRONTAL CORTEX (BA 46, 9)  
SUPERIOR PARIETAL CORTEX (BA 7)  
INFERIOR PARIETAL CORTEX (BA 40, 39)  
PREMOTOR CORTEX (BA 6)  
DORSAL ANTERIOR CINGULATE (BA 32)

Source: Barbey, A.K., Colom, R., Solomon, J., Krueger, F., Forbes, C., & Grafman, J. (2012).  
An integrative architecture for general intelligence and executive function revealed by lesion  
mapping. *Brain*, 135, 1154-1164. Adapted with permission.

Illustrator: George Doutsopoulos

# “Imagination Network”



1. VENTROMEDIAL PREFRONTAL CORTEX
2. DORSOMEDIAL PREFRONTAL CORTEX
3. ANTERIOR MIDDLE CINGULATE CORTEX
4. PRECUNEUS
5. POSTERIOR CINGULATE CORTEX
6. INFERIOR PARIETAL LOBULE
7. HIPPOCAMPUS

Source: Immordino-Yang, M.H., Christodoulou, J.A., & Singh, V. (2012). Rest is not idleness: Implications of the brain's default mode for human development and education. *Perspectives on Psychological Science*, 7, 352-364. Adapted with permission.

# Imagination Network is associated with...

Daydreaming

Imagining and planning the  
future

Retrieval of deeply personal  
memories

Personal meaning-making

Monitoring one's emotional  
state

Reading fiction

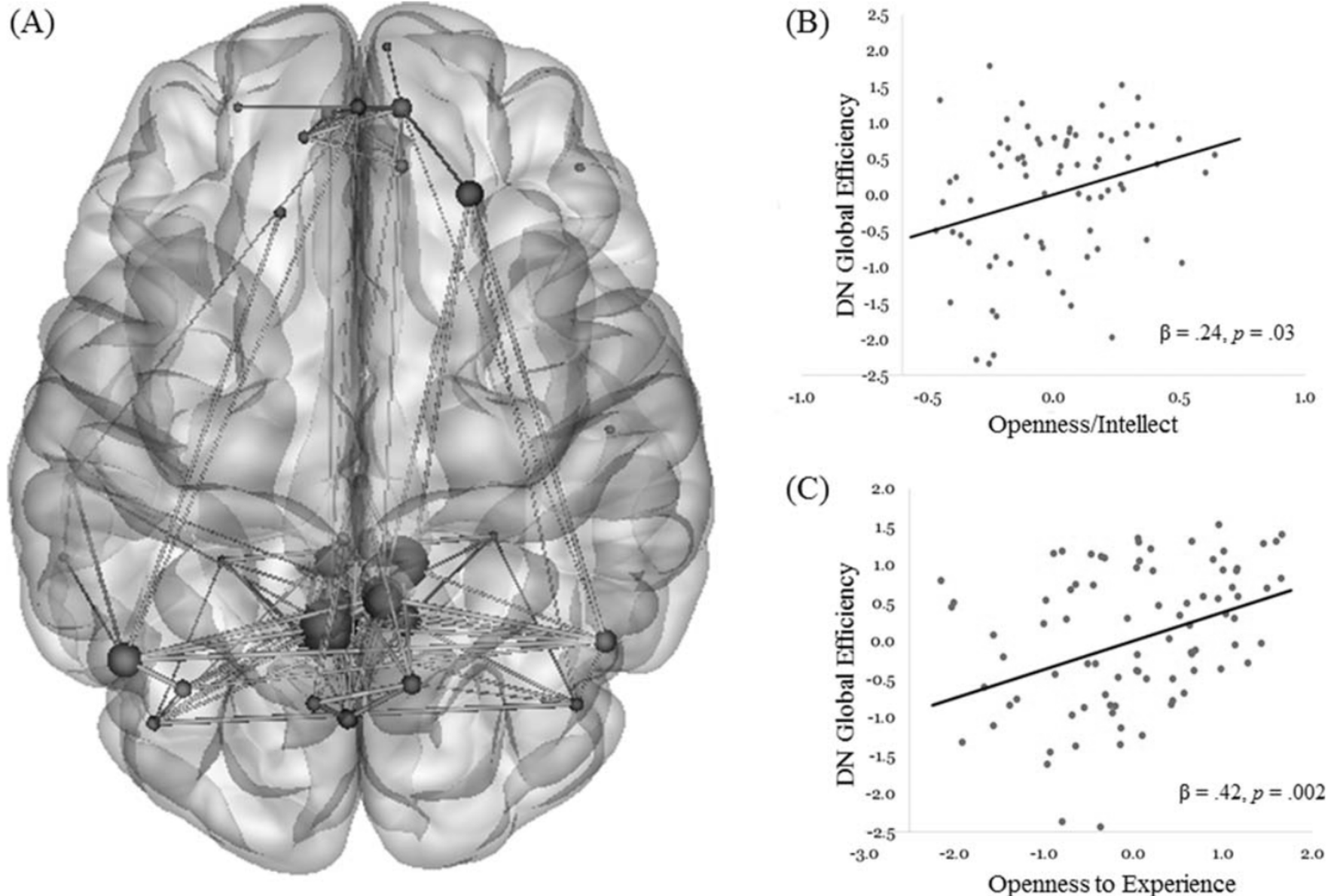
Reflective compassion

Perspective Taking



# Human Brain Mapping (2015)

R.E. Beaty, S.B. Kaufman, M. Benedek, R.E. Jung, Y.N. Kenett, E. Jauk, A.C. Neubauer, & P.C. Silvia



# Toward a Human-Centered Education System



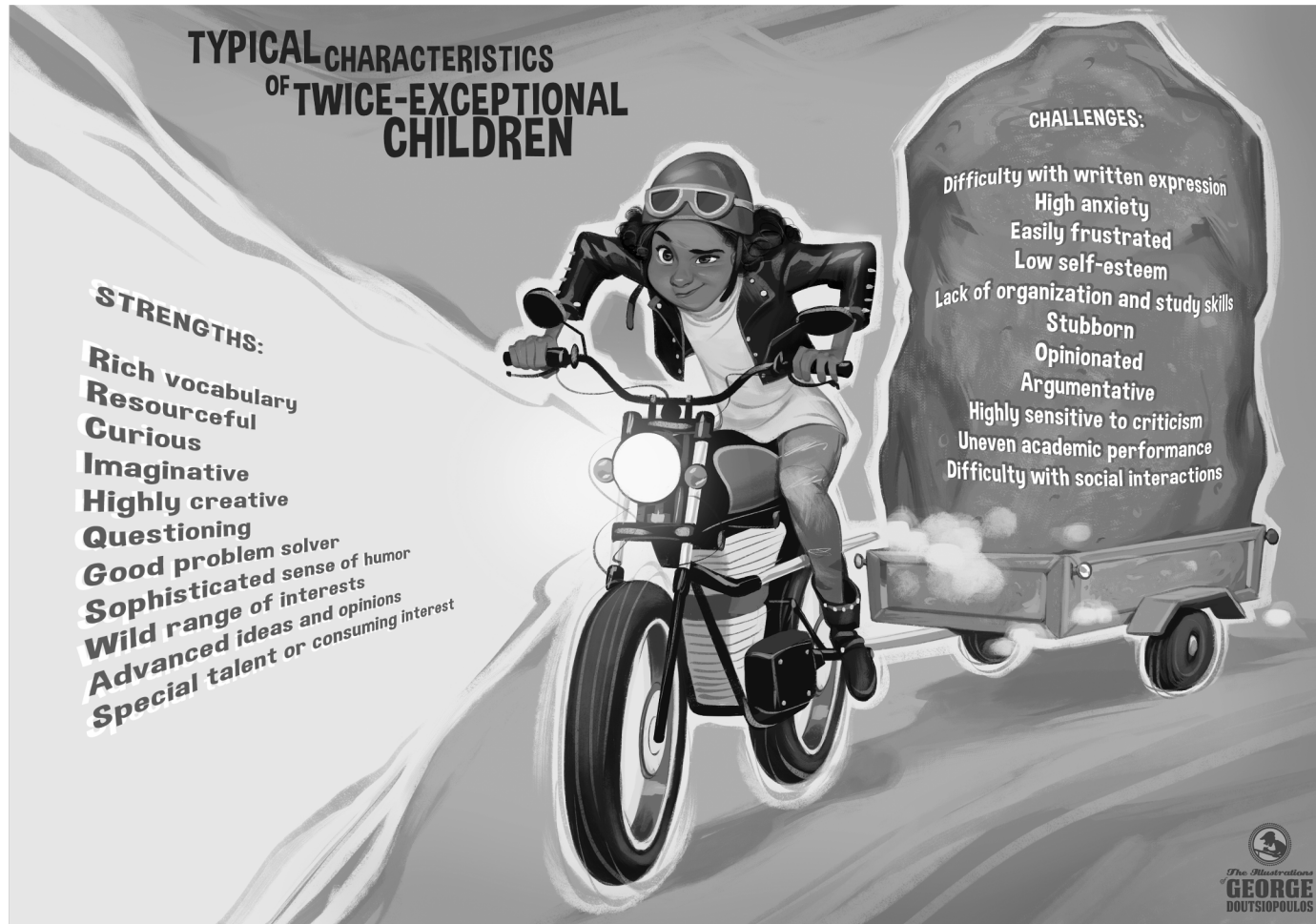


*"One school fixes its attention upon the importance of the subject-matter of the curriculum as compared with the contents of the child's own experience.*

*Not so, says the other school. The child is the starting point, the center, and the end. His development, his growth, is the ideal. Not knowledge, but self-realization is the goal."*

John Dewey  
The Child & the Curriculum 1902

Break down false dichotomies!

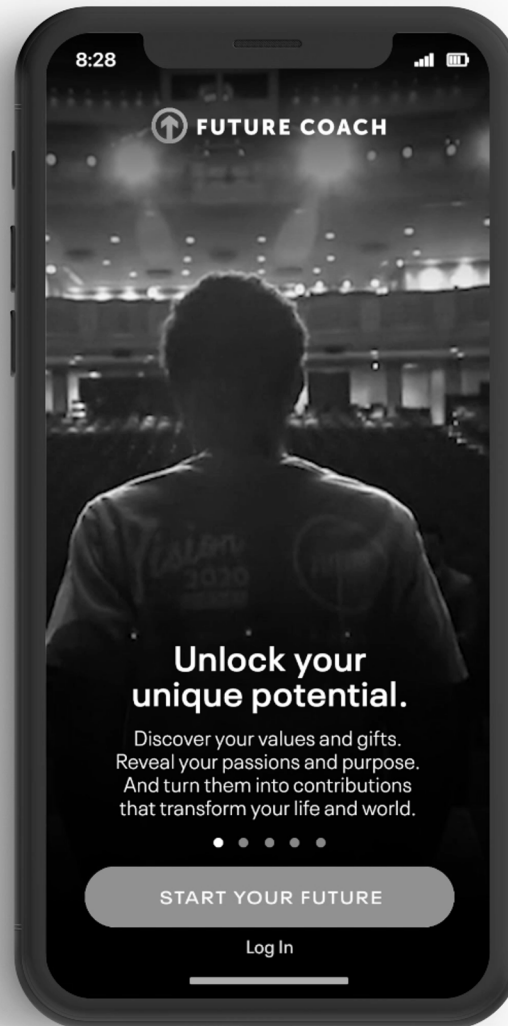


Imagine teachers, parents, superintendents, and school psychologists as “Self-Actualization Coaches”





Imagine students with their very own self-actualization coaches!  
Sign up at <http://www.futurecoach.org>





**“One can choose to go back toward  
safety or forward toward growth.  
Growth must be chosen again and  
again, fear must be overcome again  
and again.”**

**~Abraham Maslow**

# Choose Growth

A WORKBOOK FOR  
TRANSCENDING  
TRAUMA, FEAR, AND  
SELF-DOUBT



Scott Barry Kaufman, PhD

AUTHOR OF *TRANSCEND*

Jordyn H. Feingold, MD

**THANK YOU**



**FOR LISTENING**

memegenerator.net