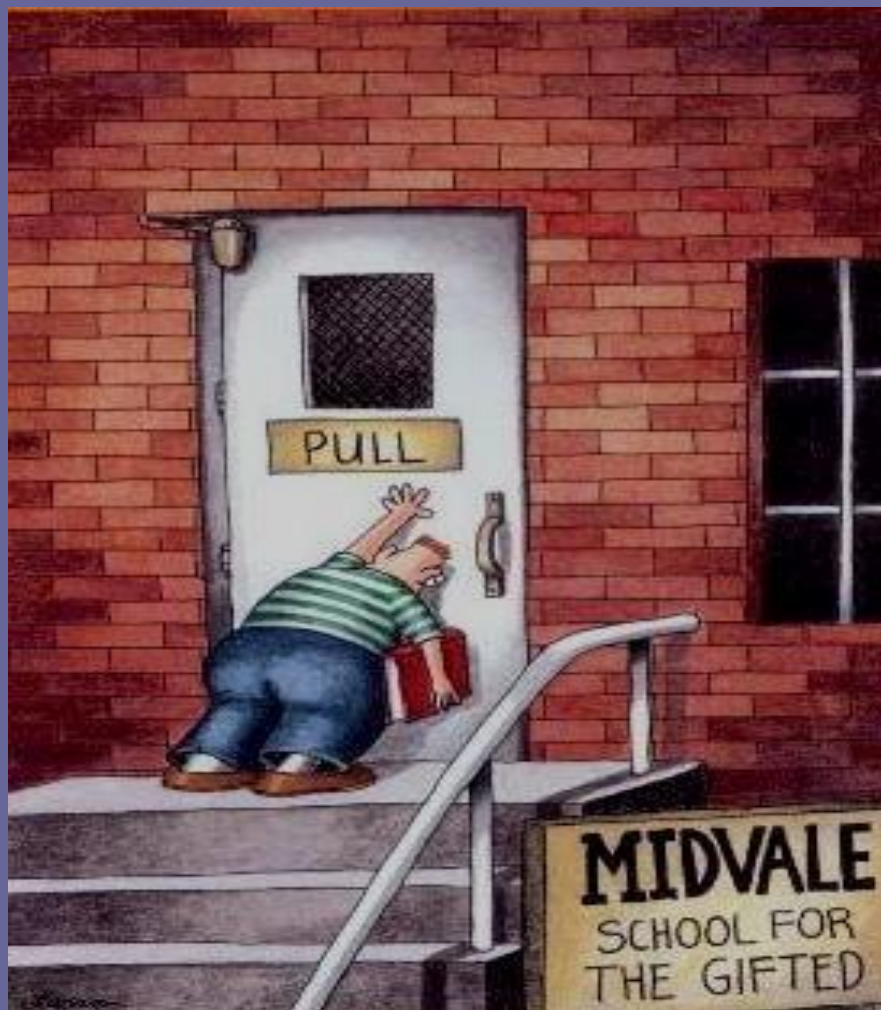


Gifted and Talented

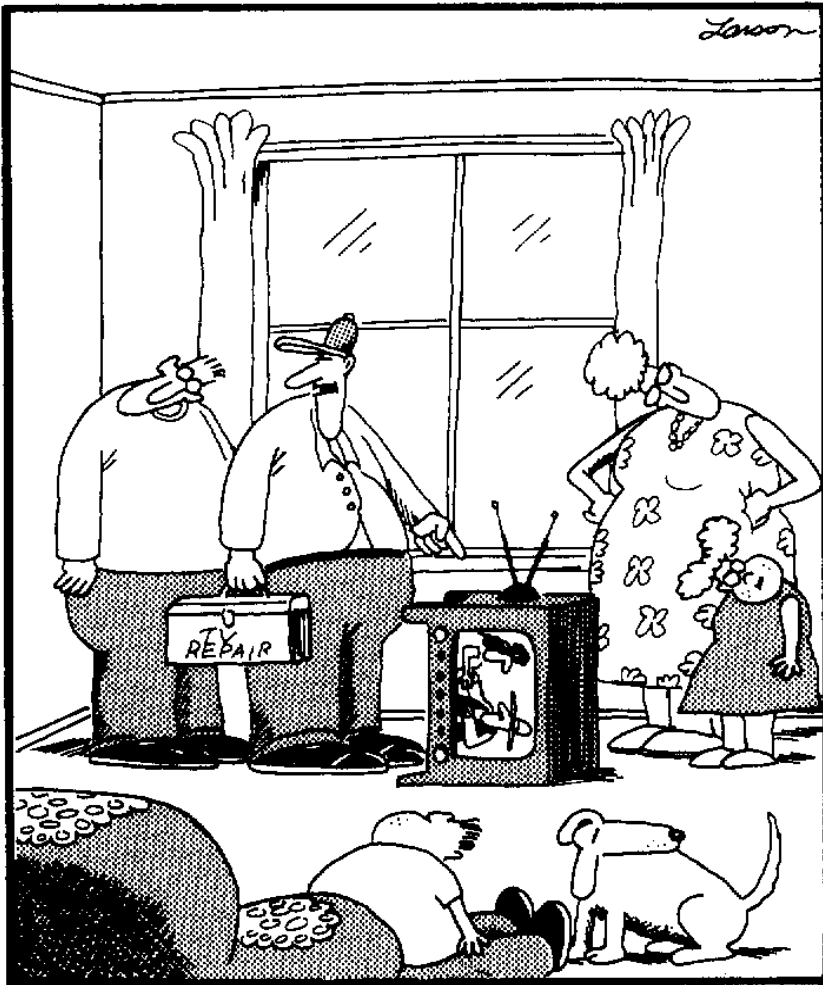


- What makes a student “gifted”?
- What to look for as an educator.
- What gifted is not.
- Impact of giftedness on students.
- Resources available for gifted students
- What can teachers do?
- What should be the future of gifted education?

What is “gifted”?

- Highly gifted children tend to be those who demonstrate asynchronous development. Due to their high cognitive abilities and high intensities they experience and relate to the world in unique ways. These children are often found as a result of extremely high scores on an individually scored IQ tests, generally above the 140 IQ range. Others may be prodigies in areas such as math, science, language and/or the arts. Profoundly gifted children can score in excess of 170 IQ.
- THERE IS NO FEDERAL DEFINITION
- Varies by state
- **Three Ring Definition:**
 - Above average ability
 - Task Commitment
 - Creativity

One aspect which sets apart gifted students from their fellow classmates is their ability to make connections which others often fail to see.



"Well, here's your problem, Mr. Schueler."

- Widely read
- Intensity for learning within subject area(s)
- Prefers independent work
- Asks many probing questions
- Absorbs info quickly with limited exposure
- Requires little or no drilling
- Displays leadership qualities
- Shares knowledge "answers too often"
- Has large vocabulary
- Generates large number of ideas or solutions to problems
- Applies knowledge to unfamiliar situations
- Provides many written or oral details
- Benefits from rapid rate of presentation
- Has knowledge about things peers are unaware of
- Offers unusual or unique responses

Some Myths About Gifted Children

Gifted Kids are like cream that rises to the top in a classroom:

Not necessarily. Gifted Children can have hidden learning disabilities that go undiscovered because they can easily compensate for them in the early years. As time goes on though, it becomes harder and harder for them to excel. Which can lead to behavior problems and depression.

Gifted Kids are so smart they do fine with or without special programs:

They may appear to do fine on their own. But without proper challenge they can become bored and unruly. As the years go by they may find it harder and harder as work does become more challenging, since they never faced challenge before.

Gifted and Talented means the same thing:

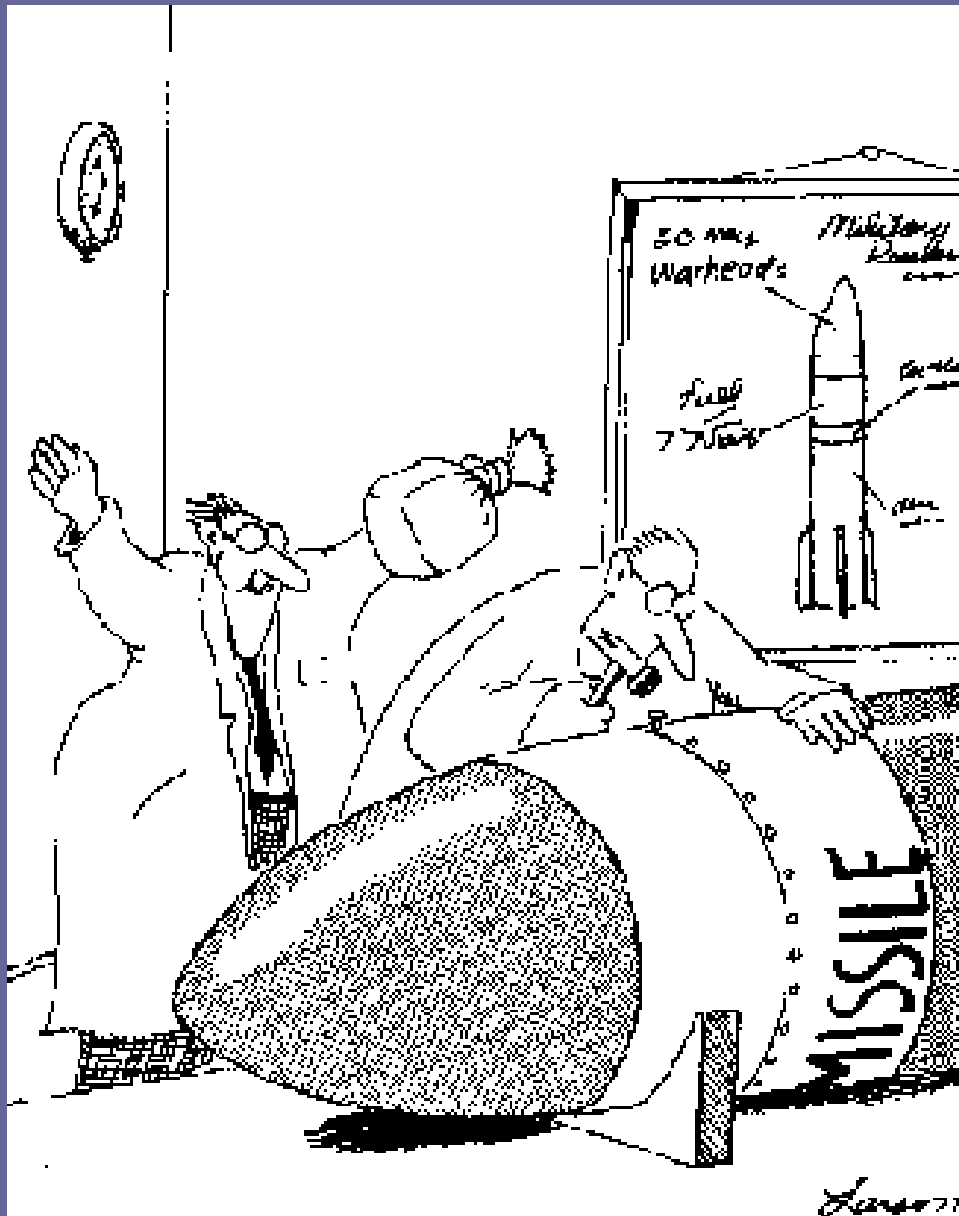
Again, not necessarily. At the same time, there is no rule that states a child identified as gifted should be **Achieving** to high standards in the classroom. This type of stereotyping can do serious and irreversible damage to both groups. **ANY** child can benefit from enrichment. Academically Talented Children can benefit from Honors (Grade Level) Classes. Intellectually Gifted children need a differentiated curriculum and possibly even a different environment.

They need to go through school with their own age mates:

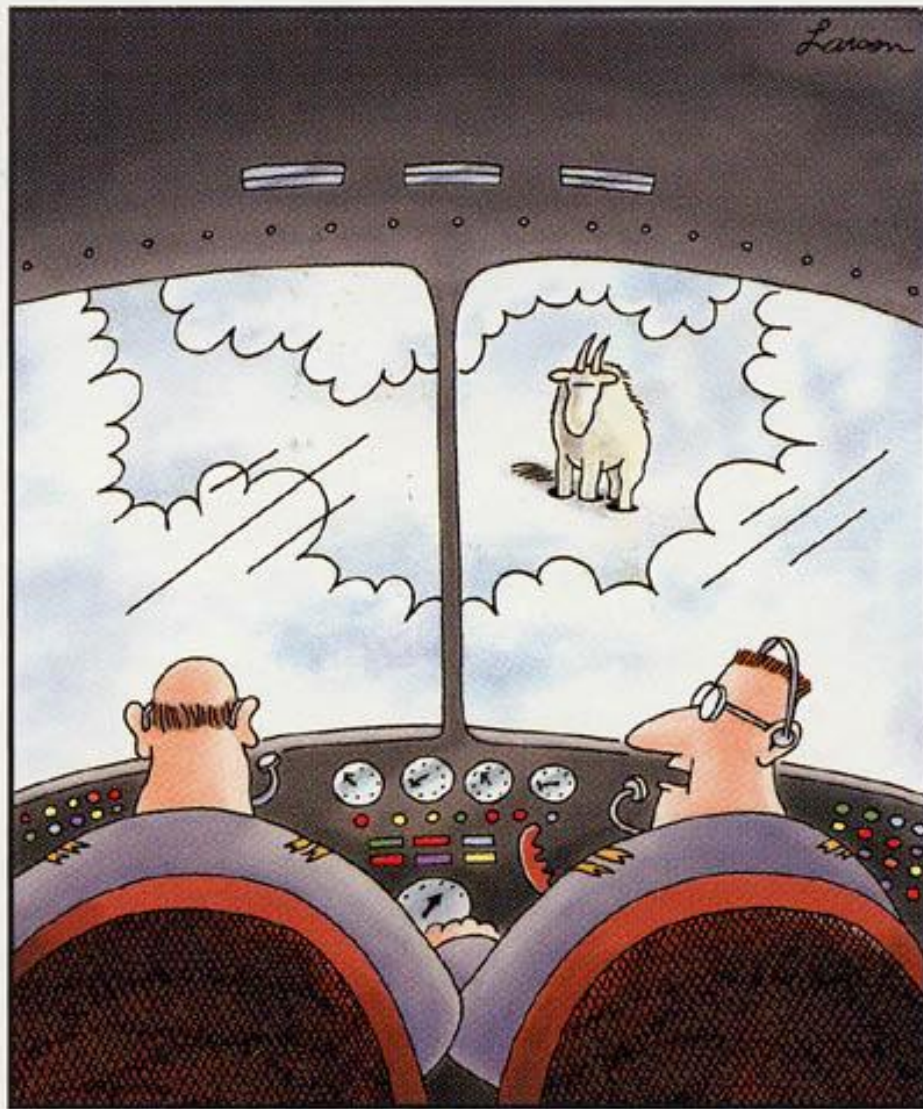
Where it's true that children need to play and interact socially with other children their age, they do not need to learn with them.

Giftedness is something to be jealous about:

This is perhaps the most damaging myth. More often than not gifted children can feel isolated and misunderstood. They have more adult tastes in music, clothing, reading material and food. These differences to other children can cause them to be shunned and even abused verbally or physically by other children. Experts in the field of gifted education are beginning to address the higher incidences of ADHD and Spelling/Handwriting disabilities in the gifted population verses those in the much larger normal population.



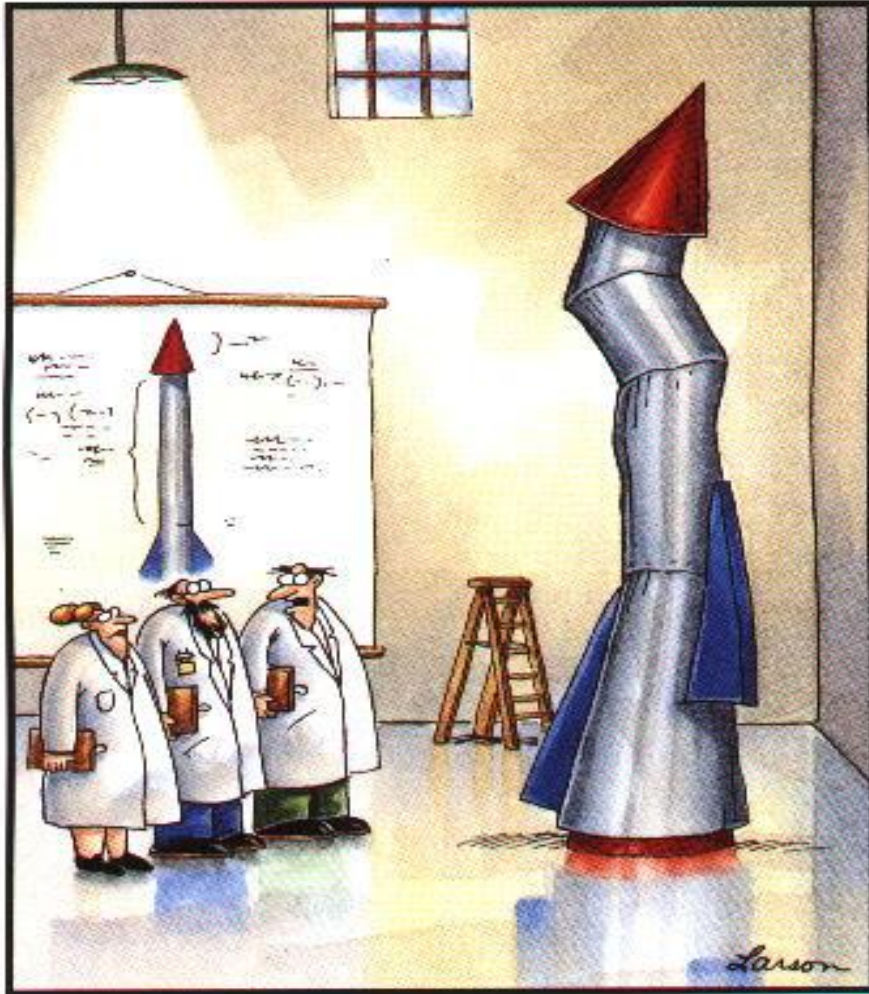
You may find that gifted students will finish their work early, and after becoming bored, disrupt other class members who are still working.



"Say ... what's a mountain goat doing way up here in a cloud bank?"

Teachers of gifted students are often required to show a great deal of patience as there may be times when student will correct a teacher's mistakes in front of the class before considering the consequences.

Multiple Intelligences



"It's time we face reality, my friends. ...
We're not exactly rocket scientists."

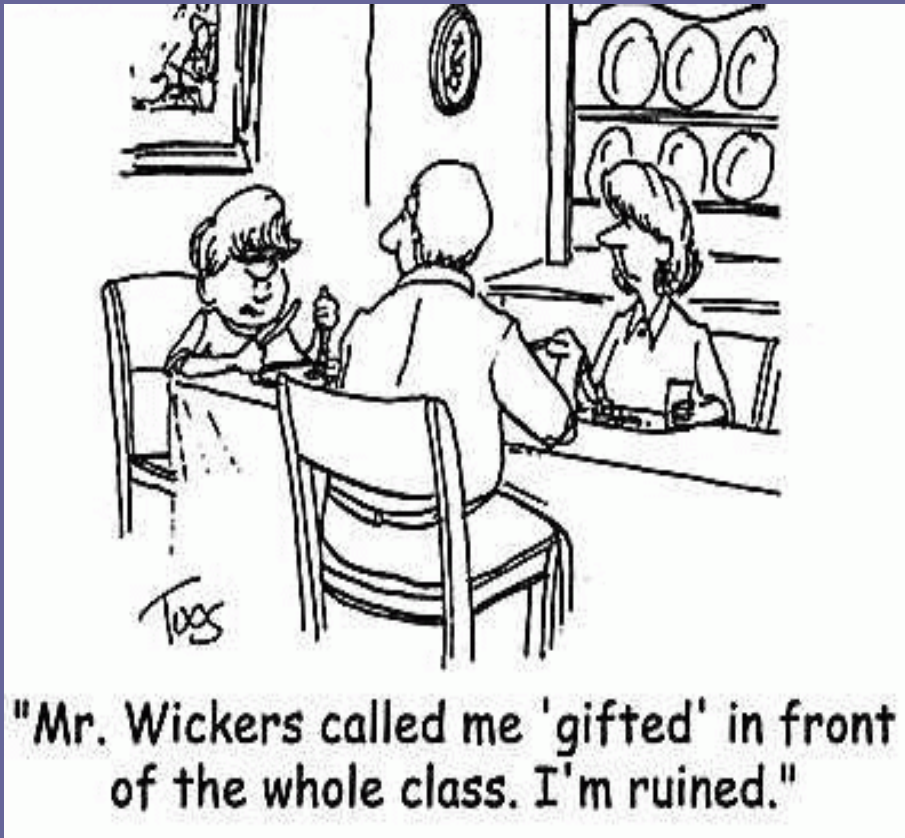
- Linguistic – Highly developed verbal skills
- Logical Mathematical -
- Spatial – Good at pattern recognition
- Naturalist – Sensitive to natural phenomena
- Bodily kinesthetic – Excellent body (physical) control
- Musical –
- Interpersonal – High ability to understand other individuals
- Intrapersonal – High ability to understand one's self

Factors influencing determination of “giftedness”



- Socio-economic factors often lead to underreporting of some gifted.
- Gender issues- Female students less likely to be identified
- Misdiagnosis- ADHD, ODD, OCD, Mood disorders (Bi-polar or Depression)
- Terminology- exceptional vs. gifted vs. talented vs. special
- Wishful thinking (parents and even some teachers)
- Challenges arise from the difficulty in distinguishing “Academically talented” and “Gifted”

Labeling Issues



- Creates unreasonable expectations
- Tries to lock in life choices too early
- Behavior issues on the part of the “gifted” child
- Other students might focus on the different one (verbal and physical abuse)

What do you think being gifted means?

I'm supposed to be some type of brainiac, but I'm really not. I just have an extended ability to take information in a lot faster.

13 Boy, Texas

I react to the term Gifted like I react to Pineapple: Good, but with some drawbacks.

11 Girl, Wisconsin

I think gifted is another term for a different mind, a significant mind.

11 Boy, Ohio

Well, when people talk about being gifted, some people think we are mentally ill (which we are not). I'd just like it more if they could make a different word than gifted.

10 Girl, Nebraska

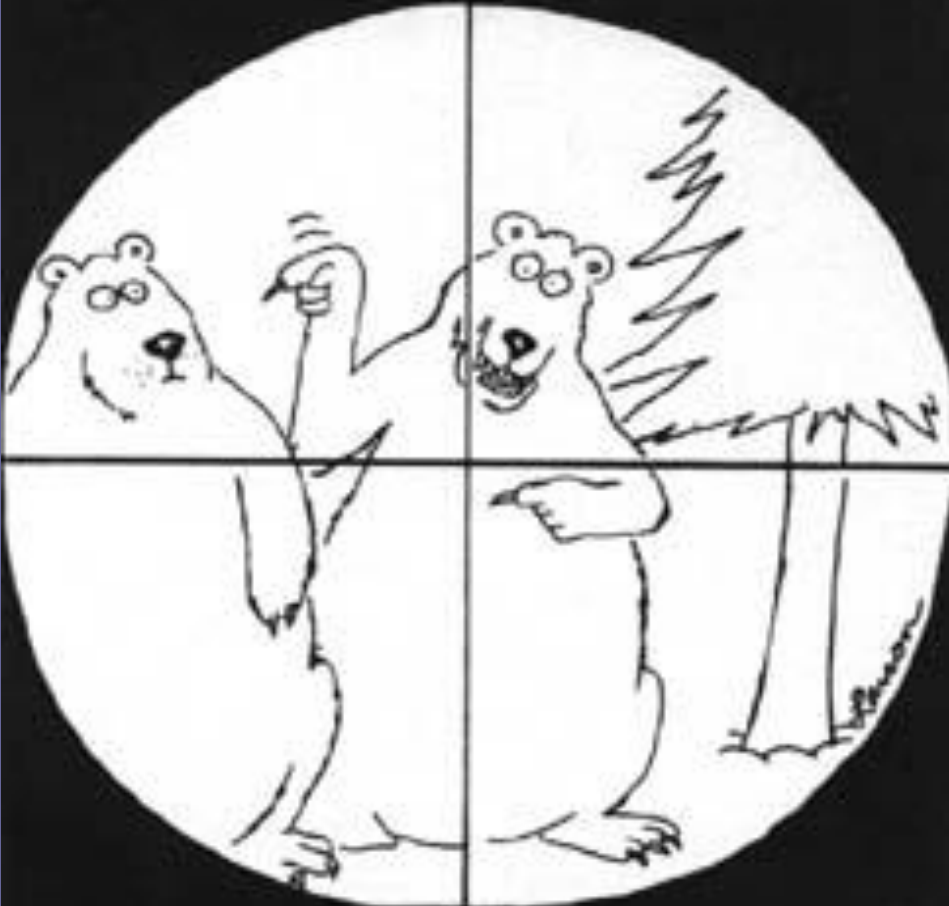
Being gifted is like being you, in your own special way.

12 Girl, Pennsylvania

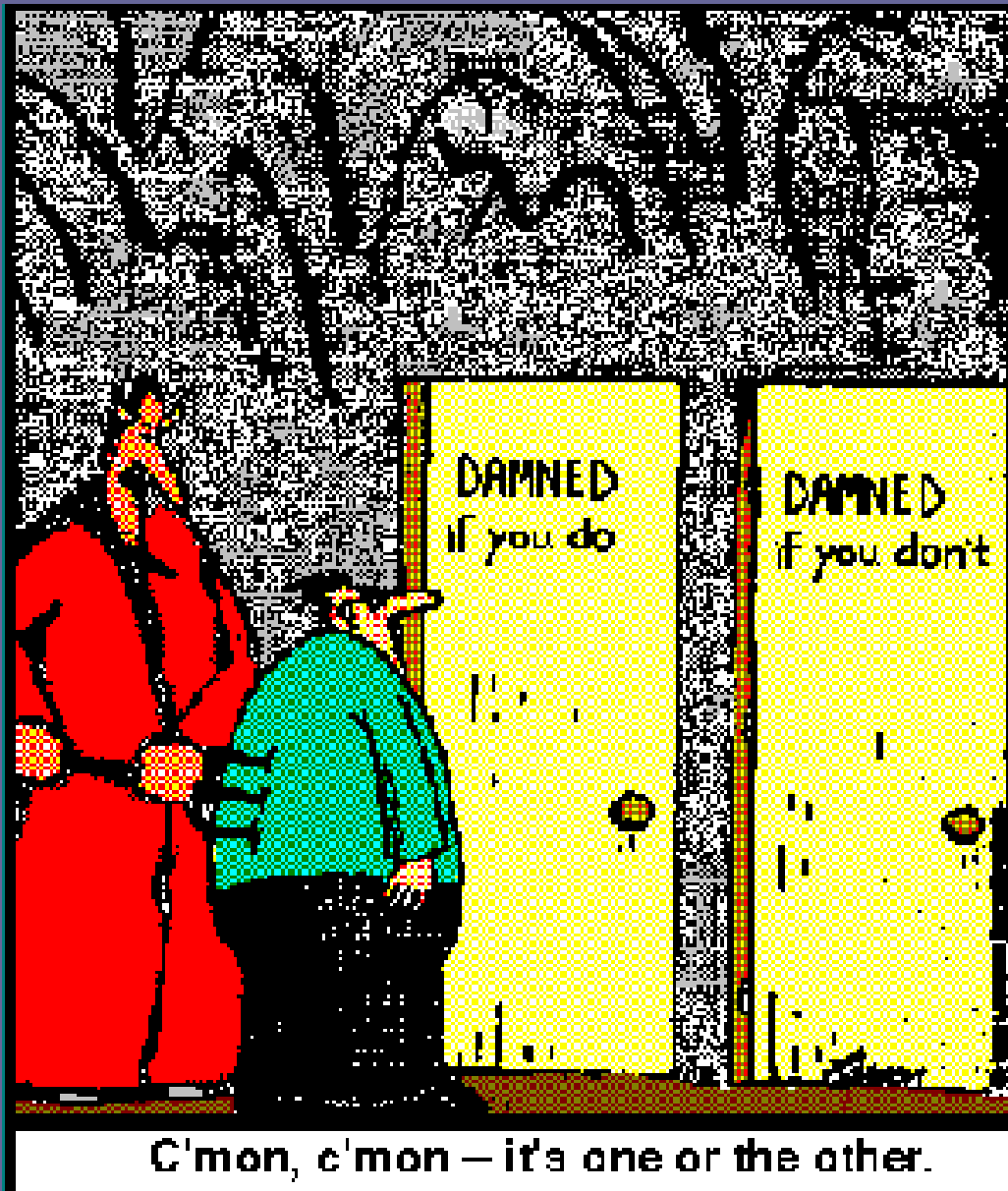
I think being gifted means that you are more advanced in a certain subject or activity. Hearing this makes me happy and upset at the same time. When I am labeled gifted, I feel like I have to be perfect or all of my friends and family will think that there is something wrong with me.

12 Girl, New York

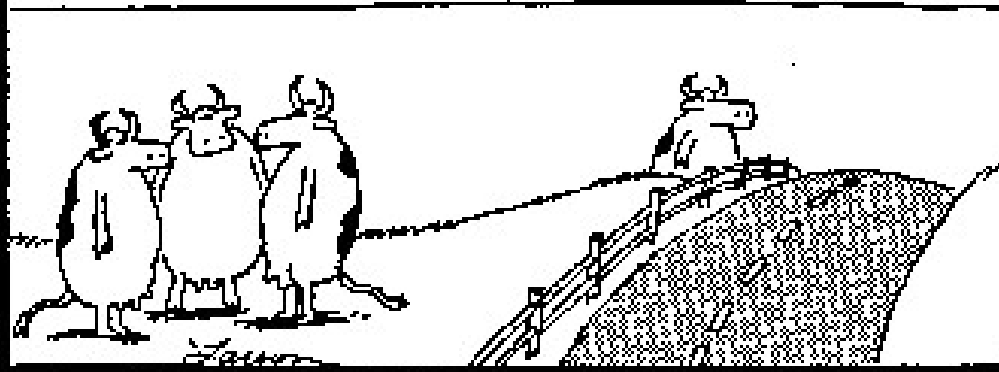
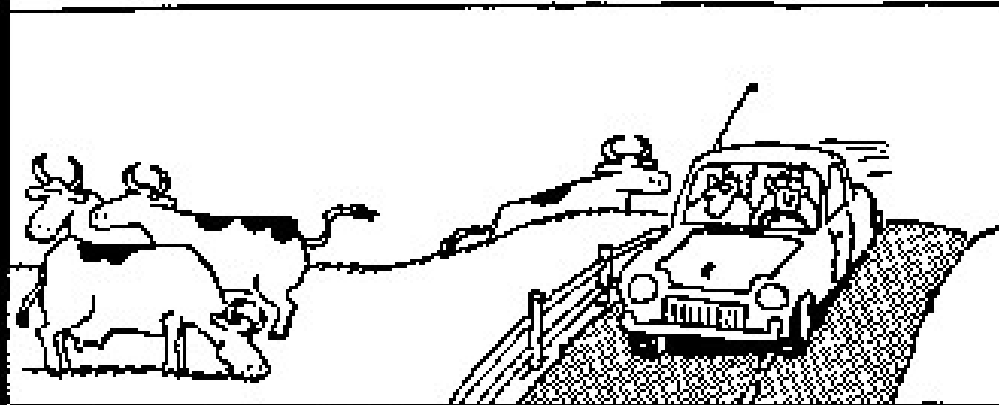
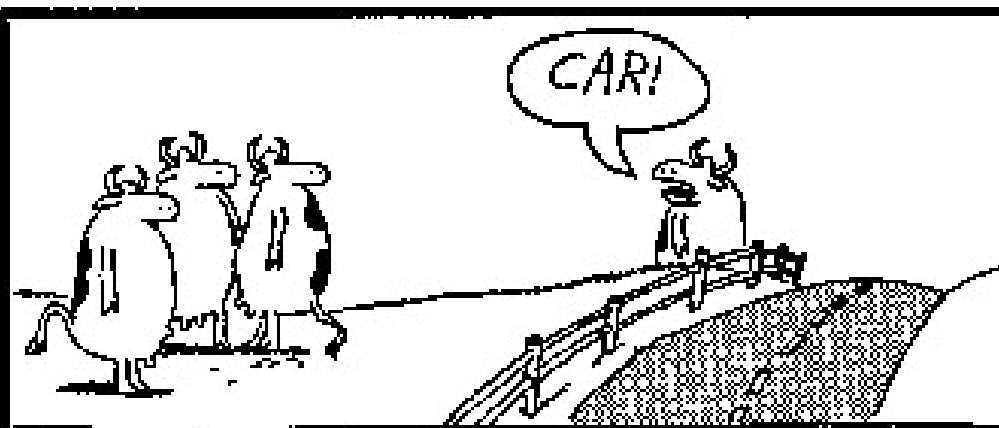
1981



Many gifted students have no desire to be the target of so much extra attention that often accompanies label and special education.



In many cases gifted students feel as if they have to choose to either be successful in their school work or fit in with their peers. They are often faced with the quandary of being successful but not too successful



Gifted students often become quite skillful in the ability to hide their talents in order to fit in or lower other's expectations.



Suddenly, and to Rodney's horror, the police arrived with nerd-sniffing dogs.

Many children at some point in their life feel a great deal of aversion to being thought of as different.

1987



With their parents away, the young dragons would stay up late lighting their sneezes.

All too often gifted children are assumed to be more emotionally and behaviorally mature as a result of their intellectual maturity or advanced learning ability.

Boredom in the classroom can be an issue for gifted students

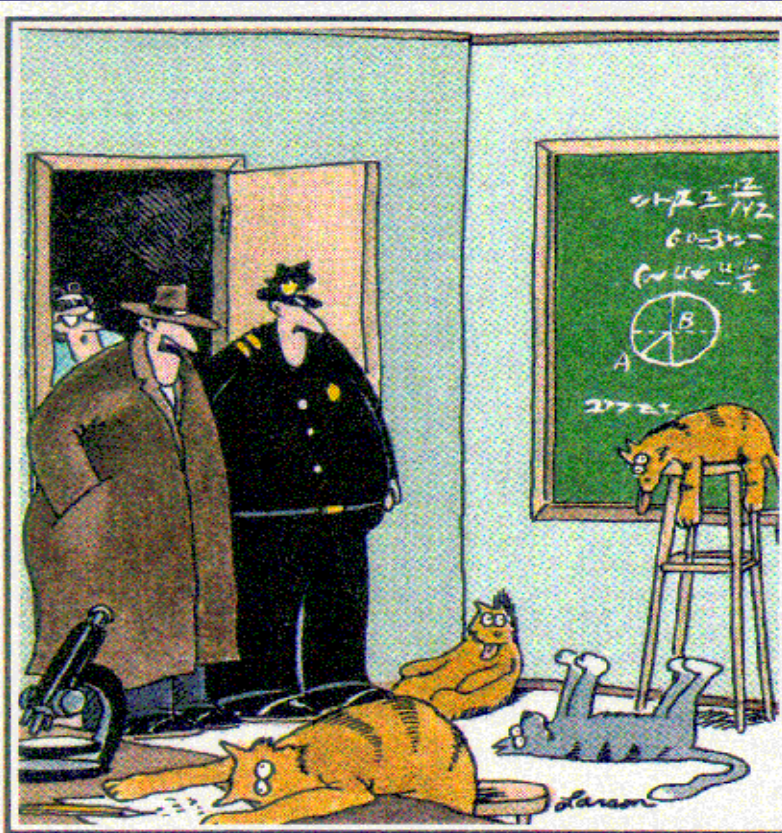


The Arnolds feign death until the Wagners, sensing awkwardness, are compelled to leave.

- Special accommodations should be made to address the boredom issue.
- IDEA Suggests that children should be taught in the least restrictive environment.
- Often the classroom is more restrictive than are other options.
- NCLB requires proficiency in subject areas.
- Often gifted students begin the class at or above proficiency levels.
- Services for gifted students as opposed to “gifted program”
- In many cases boredom can lead to “underachievement”

What should we do to meet the needs of gifted students?

- Gifted resource services
- Acceleration (learn at own pace)
- Resource rooms (see p 571) [grouping]
- Enrichment (able to learn beyond grade level material)
- Differentiation (match studies to interests)
- Honors / Advanced Placement courses
- Mentorships
- Summer and Saturday Programs
- Competitions
- Independent studies (with study skills)



"Notice all the computations, theoretical scribblings, and lab equipment, Norm. ...
Yes, curiosity killed these cats."

1986

Lincoln



Primitive spelling bees

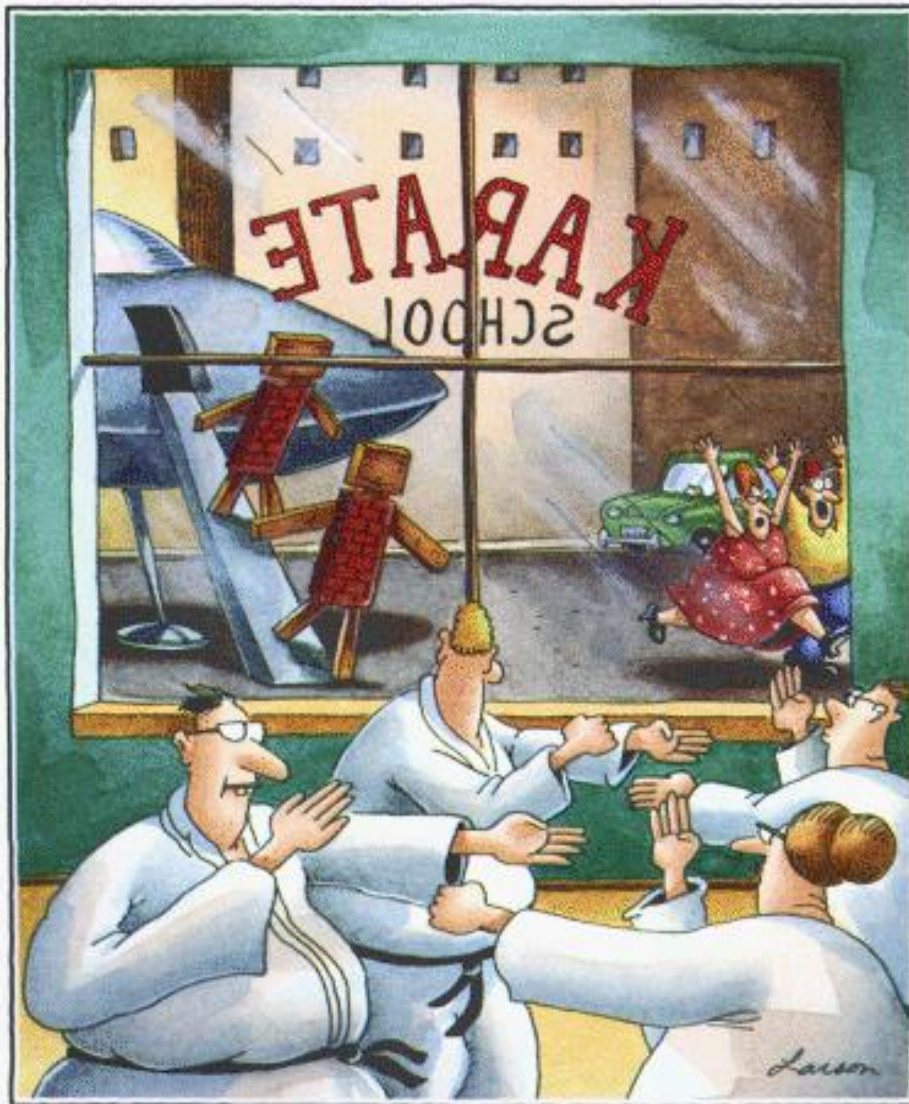
In some cases, gifted students may feel as if they are compelled to do more work in order to achieve the same results.



"You know, we're just not reaching that guy."

Research shows that the single most important factor in the determination of success for gifted students was a specific teacher.

- He/she cared for the student as an individual.
- He/She communicated with the student as a peer.
- The teacher was enthusiastic and knowledgeable.
- The teacher was perceived as not being "mechanical" in methods of instruction.
- The teacher was perceived as having high but realistic expectations.



The class abruptly stopped practicing. Here was an opportunity to not only employ their skills, but also to save the entire town.

One way to reach gifted students is to give them the opportunity to learn subject matter with real life applications.

Though many schools try to meet the needs of gifted students we still are falling short.

Dropouts



- Studies show that 20% of H.S. dropouts are gifted students
- NCLB and IDEA have no requirements to offer services (per se) to gifted students
- Service decisions are left up to individual states and school districts.
- If gifted students were included in IDEA and therefore counted they would likely make up the largest single group of exceptional students.
- Consistency and transition services throughout education are needed.