

The slide features a decorative arrangement of six circles. Three circles are solid light purple, and three are hollow with a light purple outline. They are arranged in two rows: the top row has three circles and the bottom row has three circles. The title 'Gifted and talented children' is centered across the top row of circles.

Gifted and talented children

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Problems with definition

What our culture believes is most useful or necessary for its survival – meaning of giftedness is rooted in cultural values

In what ways do children with a special gift or talent excel?

How is giftendness measured?

To what degree must a child excel to be considered to have a special gift?

Who should make up the comparison group?

Why should students with special gifts be identified?

Used vocabulary



- **Precocity** – remarkable early development
- **Insight** – the ability to separate and combine various pieces of information in new, creative, and useful ways
- **Genius** – rare intellectual powers
- **Creativity** – the ability to express novel and useful ideas, to sense new and important relationships, and to ask previously unthought-of but crucial questions.
- **Talent** – a special ability, aptitude, or accomplishment
- **Giftedness** – cognitive (intellectual) superiority, creativity, and motivation of sufficient magnitude to set the child apart from the vast majority of age-mates

Three main kinds of giftedness:

- **Analytical giftedness** – involves being able to take a problem apart – to understand the parts of a problem and how they are interrelated (typically measured by intelligence tests)
- **Synthetic giftedness** – involves insight, intuition, creativity, coping with novel situations – associated with high achievement in the arts and sciences
- **Practical giftedness** – applying analytical and synthetic abilities to the solution of everyday problems – characteristic for people who have successful careers

Criteria of giftedness



- **Excellence** – individual must be superior to peer group in one or more specific dimensions of performance
- **Rarity** – very few members of the peer group exhibit the characteristic
- **Demonstrability** – the person must be able to exhibit the ability through valid assessment (not just claim it)
- **Productivity** – the person's performance must lead or have the ability to lead to producing something
- **Value** – the performance is highly valued in the society

Origins of giftedness



- **Genetic and other biological factors**
- **Social factors** – family, school, peer group, community (stimulation, opportunities, expectations, demands, and rewards all affect children's learning)

In families of highly successful persons:

- Personal interest in child's talent
- Most of the parents were role models (in terms of lifestyle)
- Encouragement to explore – small signs of interest and capability were rewarded
- Teaching was informal and occurred in variety of settings
- The family interacted with a tutor and received information how to guide the child's practice. Sought special instruction
- Parents: observed practice, insisted on required amount of practice time, provided instruction, and rewarded the child
- Parents encouraged participation in events in which the child's capabilities were displayed in public



Identification

- IQ tests
- Other standardized achievement tests
- Teacher nominations
- Parent nominations
- Peer nominations
- Self-nomination
- Student's work evaluation

Neglected groups – waste of human potential



- Underachievers with special gifts (negative attitude towards school)
- Cultural and ethnic minority groups
- Students with disabilities and special gifts
- Females with special gifts



Educational considerations

- Enrichment – additional learning experiences are provided for students with special gifts or talents while they remain in the grade level appropriate for their chronological age
- Acceleration – students with special gifts or talents are placed in grade levels ahead of their age peers in one or more academic subjects



Examples of strategies:

- Curriculum compacting – less time for practice
- Mastery learning – providing time for advanced study by pre-testing
- Problem-based learning – students investigate given problem, teacher creates problem-solving situation and acts as facilitator not information giver
- Higher-level thinking
 - Lower levels: knowledge and comprehension
 - Higher levels: application, synthesis, analysis, evaluation
- Self-directed learning: Learning centers, Independent study, Contracts