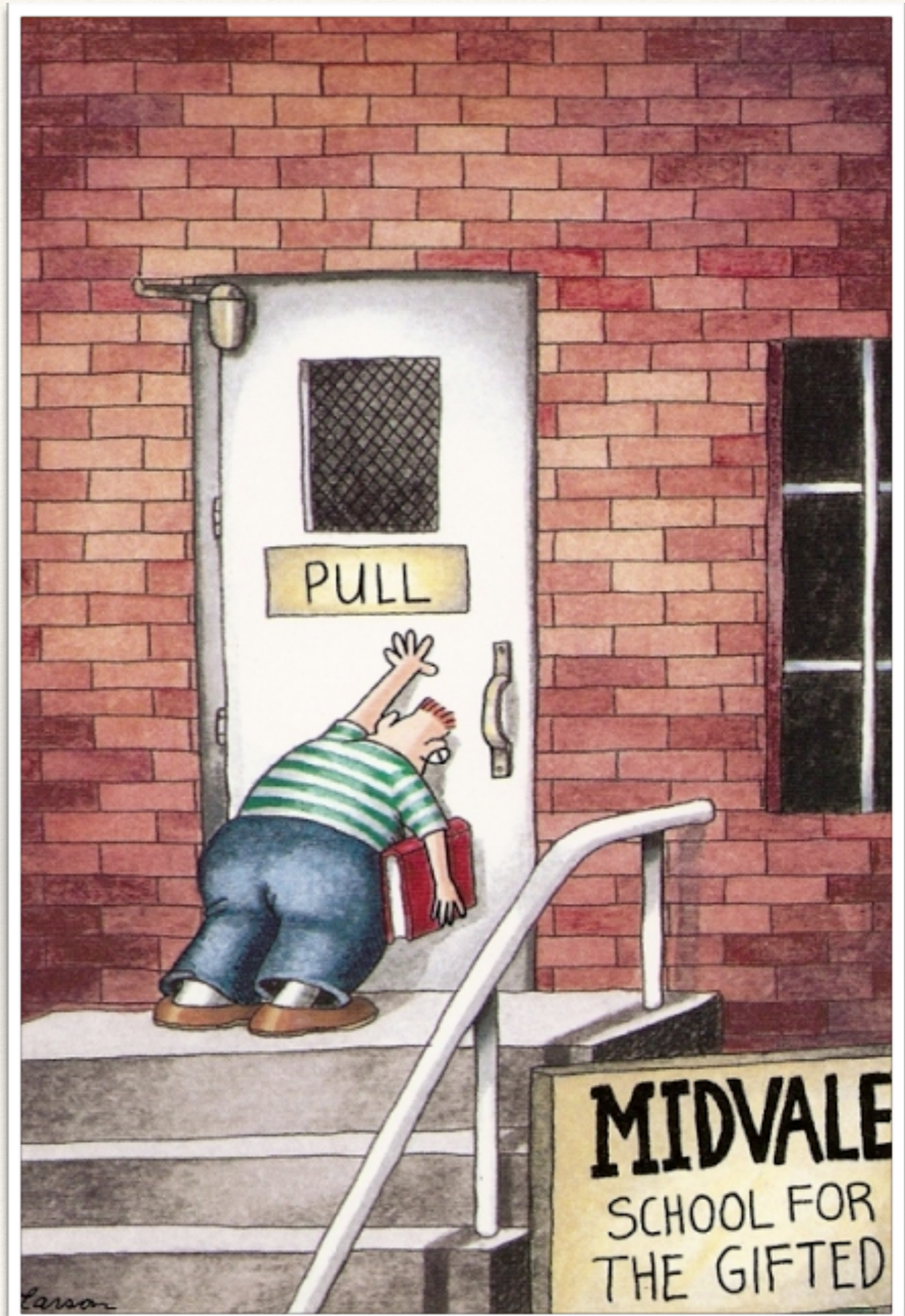

Gifted Students In My Classroom?



Mine is
DAVID.

Who is yours?



Consider Your Person

List characteristics you identify in that person.

Identify strengths and possible problems using the characteristics of giftedness list.



What is Gifted?

The Dinosaur Expert



Traits of Giftedness

No gifted individual is exactly the same, each with his own unique patterns and traits. There are many traits that gifted individuals have in common, but no gifted learner exhibits traits in every area. This list of traits may help you better understand whether or not your child is gifted.

Cognitive	Creative	Affective	Behavioral
Keen power of abstraction	Creativeness and inventiveness	Unusual emotional depth and intensity	Spontaneity
Interest in problem-solving and applying concepts	Keen sense of humor	Sensitivity or empathy to the feelings of others	Boundless enthusiasm
Voracious and early reader	Ability for fantasy	High expectations of self and others, often leading to feelings of frustration	Intensely focused on passions—resists changing activities when engrossed in own interests
Large vocabulary Intellectual curiosity	Openness to stimuli, wide interests		Highly energetic—needs little sleep or down time
Power of critical thinking, skepticism, self-criticism	Intuitiveness	Heightened self-awareness, accompanied by feelings of being different	Constantly questions Insatiable curiosity Impulsive, eager and spirited
Persistent, goal-directed behavior Independence in work and study	Flexibility Independence in attitude and social behavior	Easily wounded, need for emotional support	Perseverance—strong determination in areas of importance
Diversity of interests and abilities	Self-acceptance and unconcern for social norms	Need for consistency between abstract values and personal actions	High levels of frustration—particularly when having difficulty meeting standards of performance (either imposed by self or others)
	Radicalism	Advanced levels of moral judgment Idealism and sense of justice	Volatile temper, especially related to perceptions of failure
	Aesthetic and moral commitment to self-selected work		Non-stop talking/ chattering

Source: Clark, B. (2008). Growing up gifted (7th ed.) Upper Saddle River, NJ: Pearson Prentice Hall.

How gifted kids feel on an emotional level doesn't always match logically with their intellectual capabilities. Brighter doesn't necessarily mean happier, healthier, more successful, socially adept, or more secure. Neither does brighter necessarily mean hyper, difficult, overly sensitive, or neurotic.

In terms of emotional and social characteristics, brighter may not mean anything 'different' at all.

But while gifted kids don't have common personality traits, they DO have common problems.

Dual Nature of Characteristics

Acquires New Information Quickly

Strength

Learns new material quickly

Potential Problems

Impatient with others; dislikes drill and practice; bored in whole group instruction

Dual Nature of Characteristics

Intellectual Curiosity

Strength

Inquisitive attitude; intrinsic motivation; searches for significance

Potential Problems

Strong willed; excessive in interests; expects the same of others

Dual Nature of Characteristics

Makes Connections

Strength

Can see cause-effect relations

Potential Problems

Difficulty accepting the
“illogical”

Dual Nature of Characteristics

Strong Sense of Right and Wrong

Strength

Love of truth, equity and fair play

Potential Problems

Difficulty being practical;
worries about humanitarian concerns

Dual Nature of Characteristics

Strong Sense of Humor

Strength

Understands subtle humor;
enjoys plays on words and satire

Potential Problems

Humor may not be understood
by others; may become class
clown to obtain acceptance

Dual Nature of Characteristics

Large Vocabulary

Strength

Verbal proficiency; broad information in advanced areas

Potential Problems

Can effectively use words to avoid situations; becomes bored with school; seen by others as “know it all”

Dual Nature of Characteristics

Highly Sensitive

Strength

Empathy for others; desire to be accepted by others

Potential Problems

Sensitivity to criticism; expects others to have same values; need for success / recognition; may feel different or alienated

How Does Your Paradigm of
Giftedness Influence You As A
Teacher?

“The less a person understands his own feelings, the more he will fall prey to them. The less a person understands the feelings, the responses, and behavior of others, the more likely he will interact inappropriately with them and therefore fail to secure his proper place within the larger community.”

-Howard Gardner

Perspective from the Spectrum

To more appropriately meet the needs of exceptional learners, neither end of the spectrum can have a “one-size fits all” approach.

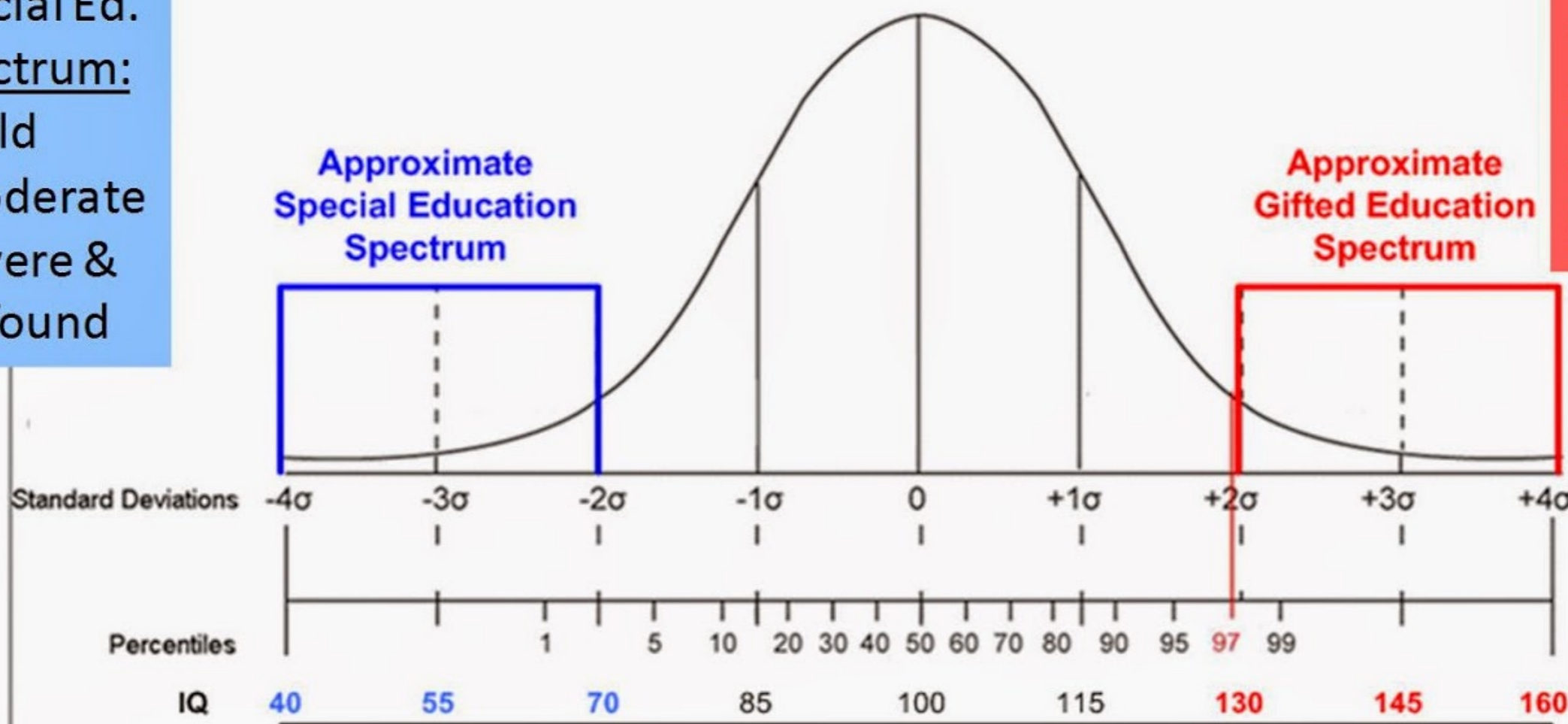
BELL CURVE OF EXCEPTIONAL LEARNERS

Special Ed. Spectrum:

- Mild
- Moderate
- Severe & Profound

Gifted Ed. Spectrum:

- Gifted
- Highly Gifted
- Profoundly Gifted



Myths Regarding Gifted Kids

Top Ten Myths In Gifted Education

Discussion Question

If during the first five or six years of school, a child earns good grades and high praise without having to make much effort, what are all the things he doesn't learn that most children learn by third grade?

What a Child Doesn't Learn

- ☒ Read article
- ☒ What did your group not include?
- ☒ What did the article miss that your group thought of?

The DOS and DON'TS of Gifted Students

DO

- ❖ Understand that gifted students, just like all students, come to school to learn and be challenged.
- ❖ Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- ❖ Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- ❖ Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- ❖ Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.



The DOS and DON'TS of Gifted Students



DON'T

- ❖ Confuse high achievers with high-ability students. High achievers put in the time and effort to succeed in school. This may not be the case with high-ability students. Their gifts may not translate into academic achievement and their behavior can at times appear noncompliant.
- ❖ Assume that all gifted students are the same and that one strategy works for all.
- ❖ Assume that by making gifted students tutors, you're providing a learning extension.
- ❖ Confuse extension activities with additional work. Gifted students need deeper and more complex assignments.
- ❖ Refer to alternate work for gifted students as "free time." Call it "choice time" or "unfinished work time," so students understand that they are required to tackle a task during this time period.
- ❖ Give too many directions to students about how they should complete a task. Say, "Here's the end result I'm grading. How you get there is your choice."
- ❖ Assume that gifted students are growing academically. Rely on formative and summative assessments.

Strategies for Challenging Gifted Learners

Five Hardest First

- Identify 5 problems on an assignment
- Give students the option of doing just those assignment
- If a students scores 90% or higher, excuse them from the remainder of the assignment
- Provide extension activities that carry the concept to the next level

Strategies for Challenging Gifted Learners

Take It Up

Make challenge work available to all students, such as differentiated worksheets, task cards, choice boards.

(Prufrock Press)

Strategies for Challenging Gifted Learners

Independent Study Project

- Transparency Talk (reinvented)
- IGNITE presentation
- Research project

Strategies for Challenging Gifted Learners

Technology

- Scratch (scratch.mit.edu)
- Tynker (tynker.com)
- Inklewriter (inklestudios.com)
- Animoto (animoto.com) [The Water Cycle in 30 Seconds](#)

Questions & Answers

What questions
do you have?

