

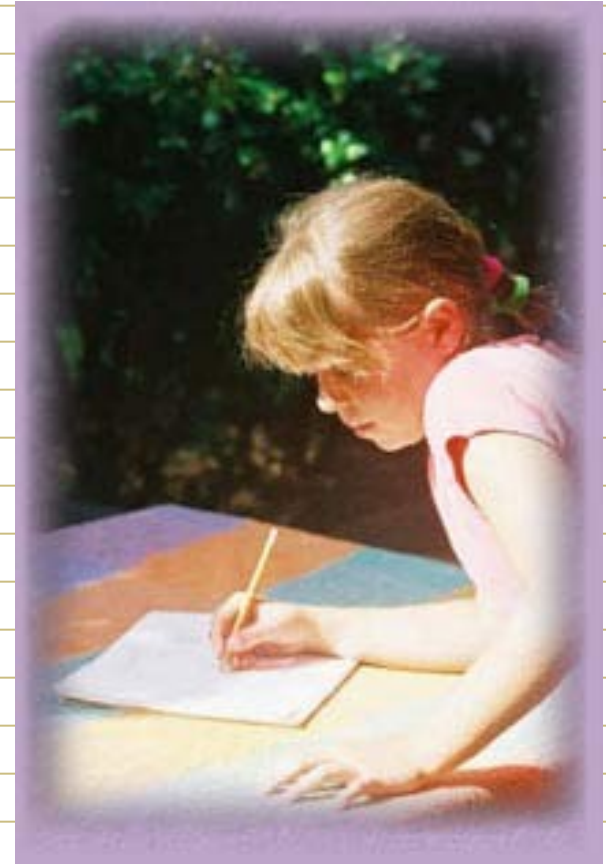
The Gifted and Talented



Lisa Cook, Rebecka Jones,
Shannon Saenz, Angela Titus

Who is Gifted and Talented?

- Someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression
- About 5% of the student population (3 million children)



Why We Need Gifted Education

- Gifted learners must be given stimulating educational experiences appropriate to level of ability.
- Only 1/2 of gifted learners receive education appropriate to their needs.
- Gifted education programs fulfill both individual and societal needs.

Assessment

- Testing vs. Assessment
 - Age Dependent
 - Parent Information



- Intellectual Ability
 - IQ Testing
 - Weschler Intelligence Scale for Children, 3rd ed.
 - Stanford-Binet: Fourth ed.
 - Stanford-Binet: Form LM

Assessment



- Educational Ability
 - Group Standardized Tests normed at grade level
 - Individualized assessments
 - Woodstock-Johnson
 - Kaufman Test of Individual Achievement
- Other Abilities
 - Art, Music, etc.
 - Portfolio and Project Assessment

Characteristics of Gifted and Talented Students

<ul style="list-style-type: none">• Learn Quickly and Easily• Able to use abstract thought and critical reasoning	<ul style="list-style-type: none">• Become bored and frustrated• Dislike repetition• Receive negative adult attitudes to smartness
<ul style="list-style-type: none">• Exhibit Verbal Proficiency	<ul style="list-style-type: none">• Dominate Discussions• Difficulty with listening skills
<ul style="list-style-type: none">• Have a high energy level	<ul style="list-style-type: none">• Become frustrated with inactivity and lack of challenge

Characteristics

<ul style="list-style-type: none">•Be extremely persistent•Concentrate on tasks of high interest for extended periods of time	<ul style="list-style-type: none">•Disrupt class routine•Resist interruptions or schedules•Perceived as stubborn or uncooperative
<ul style="list-style-type: none">•Exhibit unusual emotional depth and intensity•Be highly sensitive•Be acutely perceptive	<ul style="list-style-type: none">•Be unusually vulnerable•Perceived as immature•Be confused if thoughts and feelings not taken seriously

Characteristics

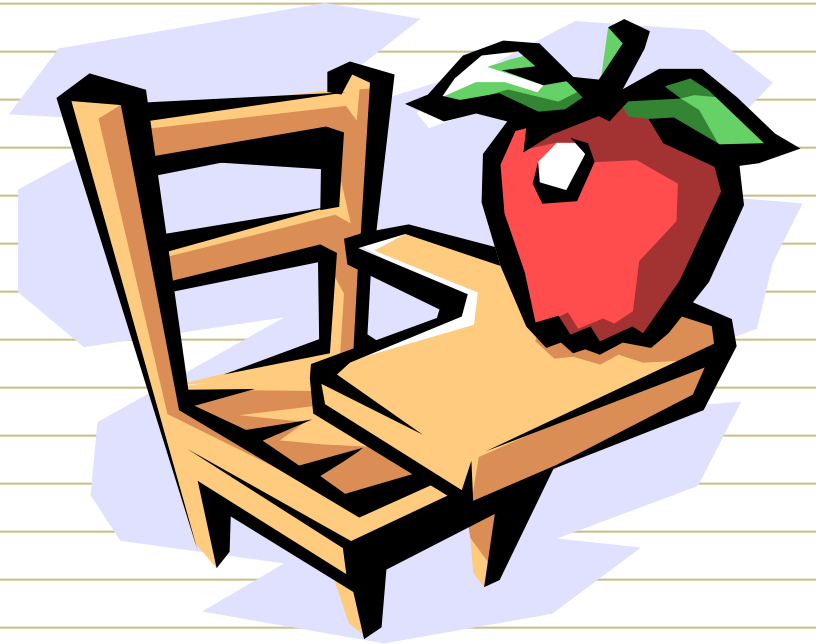
<ul style="list-style-type: none">• Aim at perfection	<ul style="list-style-type: none">• Feel frustrated• Fear failure
<ul style="list-style-type: none">• Exhibit independence and nonconformity	<ul style="list-style-type: none">• Challenge and question indiscreetly• Exhibit rebellious behavior
<ul style="list-style-type: none">• Heightened self-awareness• Relate more to older children and adults	<ul style="list-style-type: none">• Social isolation• Low self-esteem due to seeing differences from peers as bad• Seen as a “show off”

Characteristics

<ul style="list-style-type: none">•Keen sense of humor	<ul style="list-style-type: none">•Use humor inappropriately or to attack others•Frustration when humor not understood
<ul style="list-style-type: none">•Possess unusual imagination	<ul style="list-style-type: none">•Seen as “weird”

What Causes Giftedness?

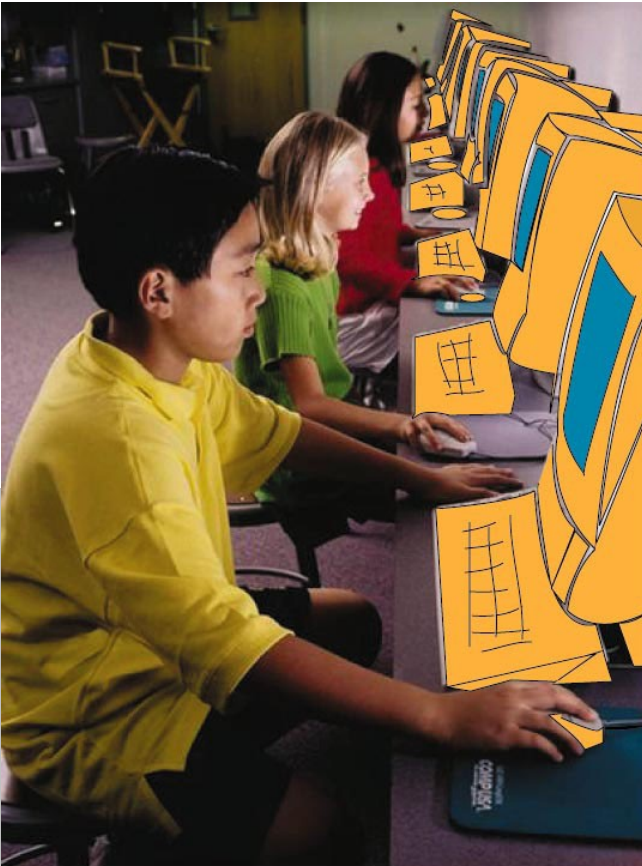
- Experience
- Biological Factors
- Social Factors
- No single factor that “causes” giftedness



Strategies for Teaching Gifted and Talented Students

- Create alternative activities that go beyond the regular curriculum.
- Work with students to design an independent project that they would be interested in completing for credit.
- If possible, involve students in academic competitions in your area.
- Create tiered assignments, which have different expectations for different levels of learners.

Technology and Gifted and Talented Students



- Computers allow students to move at their own pace.
- Computers can be used to complete alternative activities and independent projects.

Technology and Gifted and Talented Students



- Many computer programs can be used to help students learn and master new material not covered in the regular classroom.
- There are some online educational programs for gifted and talented students, such as EPGY at Stanford University.

Common Myths

- Gifted students do not need help. If they are really gifted, they can manage on their own.
- The social and emotional development of the gifted student is at the same level as his/her intellectual development.
- The primary value of a gifted student lies in his/her brain power.

Common Myths

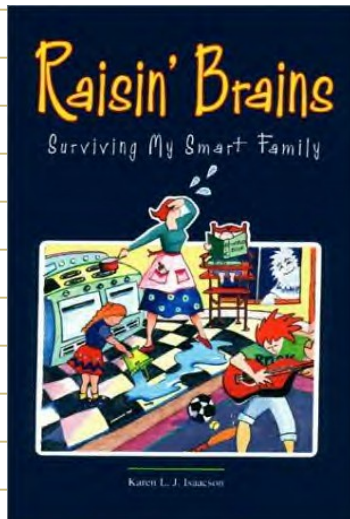
- Gifted students need to serve as examples to others, and they should always assume extra responsibility.
- Gifted students are naturally creative and do not need encouragement.



For More Information

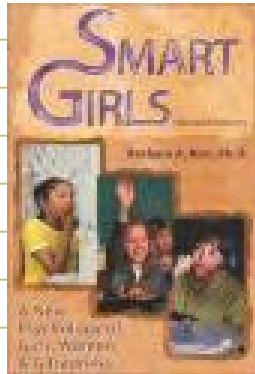


- *Guiding the Gifted Child: A Practical Source for Parents and Teachers* (James T. Webb, Elizabeth A. Meckstroth, Stephanie S. Tolan)

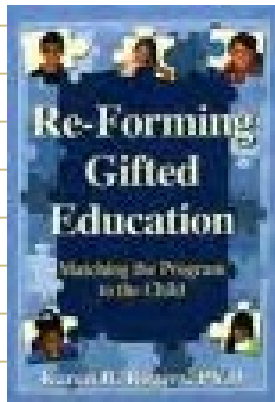


- *Raisin' Brains: Surviving My Smart Family* (Karen L. J. Isaacson)

For More Information



- *Smart Girls: A New Psychology of Girls, Women and Giftedness* (Barbara Kerr)



- *Re-forming Gifted Children: Matching the Program to the Child* (Karen B. Rogers)

For More Information

- [Great Potential Press Web site](#)
- [Institute for Educational Advancement Web site](#)
- [Questia Online Library \(links to many resources\)](#)
- [National Foundation for Gifted and Creative Children Web site](#)
- [National Association for Gifted Children Web site](#)

Other Works Consulted

Jones, Geoffrey (1990). Personal Computers Help Gifted Students Work Smart. ERIC EC Digest, E483, 1990. 15 May 2004. <http://www.kidsource.com/kidsource/content/pcgifted.html>

National Association for Gifted Children (2004). NAGC Parent Information. 20 May 2004. <http://www.nagc.org/ParentInfo/Index.html>

Network for Instructional TV, inc. (2001). *Meeting the Need of Gifted Students in the Regular Classroom*. 15 May 2004. <http://www.teachersfirst.com/gifted/strategies.html>

Province of British Columbia (2001). *Gifted Education – A Resource Guide for Teachers*. 15 May 2004. <http://www.bced.gov.bc.ca/specialed/gifted/strategies.htm>

Winebrenner, Susan, & Berger, Sandra (1994). Providing Curriculum Alternatives to Motivate Gifted Students. *ERIC Digest*, E524, Jun 1994. 15 May 2004. <http://www.kidsource.com/education/motivategifted.html>

Other Works Consulted

Azpeitia, Lynne, M.A. And Mary Rocamora, M.A. "Misdiagnosis of the Gifted." Rocamora School Inc. Originally published in the MENSA Bulletin, November 1994. Accessed 5/24/04 from <<http://www.rocamora.org/Gifted.html>>.

"Characteristics of Gifted Children and Talented Children and Possible Associated Problems." Queensland Association for Gifted and Talented Children, Inc. Accessed 5/24/04 from <<http://www.qagtc.org.au/charprob.htm>>.

Coleman, Mary Ruth. "The Identification of Students Who Are Gifted." ERIC Clearinghouse on Disabilities and Gifted Education. Accessed 5/24/04 from <<http://www.hoagiesgifted.org/eric/e644.html>>.

Osborne, Julia. "Assessing Gifted Children." Orig. Published in Understanding Our Gifted. Accessed 5/24/04 from <http://www.hoagiesgifted.org/assessing_gifted.htm>.

Silverman, Linda Kreger, Ph.D. "What is Giftedness." Gifted Development Center. Accessed 5/24/04 from <<http://gifteddevelopment.com/Articles/What%20is%20giftedness.html>>.