

Myths about Gifted Students

<https://www.nagc.org/myths-about-gifted-students>

Video o mýtech https://www.youtube.com/watch?v=MDJst-y_ptI

Další video <https://www.youtube.com/watch?v=NKdo83HksFA>

“Gifted students will do fine on their own.”

“Gifted programs are elitist.”

These and other myths prevent our country from appropriately educating millions of advanced students.

NAGC compiled a list of the most prevalent myths in gifted education with evidence rebutting each of them. This list was developed from a longer list of myths explored in a special of *Gifted Child Quarterly (GCQ)* in the Fall of 2009. NAGC Members can read the full issue of GCQ via the SAGE website

How many of these myths have hindered you, your child, and/or your school in the pursuit of a challenging education for advanced students?

1. Myth:	Gifted Students Don't Need Help; They'll Do Fine On Their Own
Truth:	Would you send a star athlete to train for the Olympics without a coach? Gifted students need guidance from well-trained teachers who challenge and support them in order to fully develop their potential. Research shows that more than half of the grade-level curriculum before the school year begins. Their resulting boredom and frustration can lead to low achievement, despondency, or unhealthy work habits.
2. Myth:	Teachers Challenge All The Students, So Gifted Kids Will Be Fine In The Regular Classroom
Truth:	Although teachers try to challenge all students they are frequently unfamiliar with the needs of gifted children and do not know how to best serve them in the classroom. A national study conducted in 2007 found that 73% of teachers agreed that “Too often, the brightest students are bored and under-challenged in school.” Many families have known: not all teachers are able to recognize and support gifted learners. ¹
Myth:	Gifted Students Make Everyone Else In The Class Smarter By Providing A Role Model Or A Challenge
Truth:	Average or below-average students do not look to the gifted students in the class as role models. Watching or relying on someone who is expected to succeed does little to increase a struggling student's achievement. Instead, they may become bored, frustrated, and unmotivated when placed in classrooms with low or average-ability students.
Myth:	All Children Are Gifted
Truth:	All children have strengths and positive attributes, but not all children are gifted in the educational sense of the word. The label “gifted” in a school setting means that when compared to other students, a child is exceptionally talented in one or more subject areas, or in the performing or fine arts. This advanced capacity requires modifications to the regular curriculum to ensure these children are challenged and their talents are nurtured. Gifted students should be identified for services that meet their unique learning needs.

Myth:	Acceleration Placement Options Are Socially Harmful For Gifted Students
Truth:	Academically gifted students often feel bored or out of place with their age peers and naturally gravitate towards older students who are more similar as “intellectual peers.” Studies have shown that gifted students are with children the same age. ³ Therefore, acceleration placement options such as early entrance to Kindergarten, grade skipping, or early exit should be considered for these students.
Myth:	Gifted Education Programs Are Elitist
Truth:	Gifted education programs are meant to help all high-ability students. Gifted learners are found in all cultures, ethnic backgrounds, and socioeconomic groups. However, many of these students are not identified, programs and services are funded, and/or flawed identification practices. For example, reliance on a single test score for gifted education services may exclude selection of students with different learning styles. States providing an adequate funding stream, most gifted education programs and services are dependent solely on local funds and parent demand. This means that in spite of the need, often elitism.
Myth:	That Student Can't Be Gifted, He Is Receiving Poor Grades
Truth:	Underachievement describes a discrepancy between a student’s performance and his actual ability. The roots of this problem differ, based on each child’s experiences. Gifted students may be bored, lack interest, learn bad study habits, or distrust the school environment. Other students may mask their abilities to try to fit in socially with their same-age peers and still others may have a learning disability. Supportive and perceptive adult help gifted learners break the cycle of underachievement in order to achieve their full potential.
Myth:	Gifted Students Are Happy, Popular, And Well Adjusted In School
Truth:	Many gifted students flourish in their community and school environment. However, some gifted children differ in terms of their emotional and moral intensity, sensitivity to expectations and interests with their classmates, resulting in isolation or being labeled unfavorably as a “nerd.” Because of these difficulties, the school experience is one to be endured rather than celebrated.
Myth:	This Child Can't Be Gifted, He Has A Disability
Truth:	Some gifted students also have learning or other disabilities. These “twice-exceptional” students often go undetected in regular classrooms because their disability and gifts mask each other, making it difficult to identify a learning disability and as a result, are not considered for gifted services. In both cases, it is important to focus on the students’ abilities and allow them to have challenging curricula in addition to their disabilities.
Myth:	Our District Has A Gifted And Talented Program: We Have AP Courses
Truth:	While AP classes offer rigorous, advanced coursework, they are not a gifted education program. The AP courses are taught by high school teachers for students willing to work hard. The program is limited in its service to students in two areas: First AP is limited by the subjects offered, which in most districts is only a small handful. Second, AP is only available at high school and is generally available only for 11th and 12th grade students. The College Board acknowledges that a student must be academically prepared and motivated to take a college-level course.
Myth:	Gifted Education Requires An Abundance Of Resources

Truth:

Offering gifted education services does not need to break the bank. A fully developed gifted education program is a complex and costly endeavor. However, beginning a program requires little more than an acknowledgement by district and state that to meet the needs of gifted students, we need something different, a commitment to provide appropriate curriculum and instruction, and teaching strategies.

[View this video](#) on Myths in Gifted Education produced by teens in the Baltimore County (MD) Public Schools for the Maryland State Department of Education

[Read an overview of the Myths by Don Treffinger](#) that appeared in the fall issue of Teaching for High Potential.

[Read](#) about Jacob K. Javits Grant to Purdue University to extend research showing when gifted students are clustered together, all children perform better.

¹Farkas, S. & Duffet, A. (2008). Results from a national teacher survey. In Thomas B. Fordham Institute, Highachievement students in the era of NCLB (p. 78). Washington, DC: Author.

<http://www.edexcellence.net/publications/high-achieving-students-in.html>

²Fiedler, E.D., Lange, R. E., Winebrenner, S. (1993). *In search of reality: Unraveling the myths about tracking, ability grouping, and the gifted.* *Roper Review*, (16), 4-7.

³Colangelo, N., Assouline, S. G., & Gross, M.U.M. (2004). *A nation deceived: How schools hold back America's brightest students.* Iowa City: University of Iowa.

⁴Olenchak, F. R., & Reis, S. M. (2002) *Gifted students with learning disabilities.* In M. Neihart, S. M. Reis, N. Robinson, and S. Moon (Eds.), *The Social and Emotional Development of Gifted Children* (pp. 177-192). Waco TX: Prufrock Press.

Přibližný počet výsledků: 156 000 (0,52 s)

Výsledky hledání

Vybraný úryvek z webu

Myths About Gifted Kids

- Gifted Students Don't Need Help. ...
- Students with Learning Disabilities Cannot be Gifted. ...
- Gifted Students Always Get Good Grades. ...
- Gifted Kids Excel in All Areas – Academic, Social and Emotional. ...
- Teachers Love Having Gifted Students in the Classroom. ...
- All Gifted Kids are the Same.

10 Myths of Gifted Children

<https://www.edcircuit.com/10-myths-of-gifted-children/>

They're not all socially misfit nerds who easily progress on their own

Featured Columnist



Todd Stanley

There is a myth that surrounds the gifted child. That they are super smart, that they can figure out anything, that they have all the answers. The problem with these representations is that that giftedness becomes like a gimmick, so when we are faced with a real gifted child, we expect them to do unrealistic, amazing things like some sort of parlor trick. There are many myths about gifted children but here are ten of the more common ones:

1.) Gifted children will succeed in life no matter what

This one can be problematic because if one believes this, as many do, the thinking becomes that gifted children do not need any specialized education aimed at their abilities. What then happens is the gifted child becomes bored because he is not being challenged and becomes turned off by school.

2.) Gifted children love school and get high grades

What it should read is gifted children love to learn. The problem is that sometimes, what children want to learn and what school is offering can be two very different things. If a child is not willing to play the game of school, the grades might not reflect his ability.

3.) Gifted children are good at everything they do

This false assumption can cause unreal expectations. There are some children who are very good at some subject areas but not so hot at others. The math whiz who always seems ahead of everyone else does poorly in social studies because he does not like to read. We cannot assume that just because a child has the label of gifted that he excels at all subject areas.

4.) Gifted children have trouble socially at school fitting in

The myth prevails that all gifted children are nerdy and as a result, are socially awkward and have trouble making friends. Just like all kids, gifted children come in all shapes and sizes. What causes some of this awkwardness is that in the United States, we group children together based not on their abilities but by their age. Most children enter kindergarten when they are around six years of age and progress up the ladder with other children their same age. The problem with this is that those who have higher ability might have difficulty finding peers amongst the children their age.

5.) Gifted children tend to be more mature than other kids their age



Many gifted children are more mature than other kids their age. That does not mean though they are ready to have mature conversations that children a few years older than them are having. Emotionally they are still the age on their birth certificate. They might be able to talk about quantum physics but still throw a fit when things do not go their way. No matter how smart they appear to be, it is important not to forget they are children.

6.) Gifted children are always well-behaved and compliant

On the contrary, some gifted children can come across as trouble makers because they are questioning things. This might be something the teacher said, some policy at the school, or some comment a fellow student has made. Their minds are designed to question things and sometimes these powers can be used for evil as well as good. In addition, if a gifted child becomes bored, he might misbehave because he does not have anything else to do.

7.) Gifted children's innate curiosity causes them to be self-directed

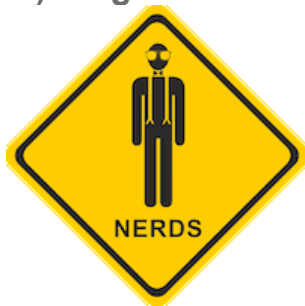
There are skills that are natural to students and there are others which have to be learned. If you assume that gifted children are self-directed and you turn them loose on a project, you might be surprised. This sometimes can mask itself because a child might be motivated about something in particular, so she works tirelessly on it. Motivated and self-directed are not necessarily the same.

Some gifted students will be motivated because of their curiosity and will do the work because it is exciting or fun. However, there will come a time when this curiosity wains, especially as the gifted child learns more and more and things are not so new, and getting her to do classroom tasks can be a challenge. Being self-directed means doing things you are not motivated by but you know it needs to be done. This is a learned skill.

8.) All children are gifted

There are some who are opponents to giftedness because what it means to them is by saying these children are gifted, is that other children are not gifted. It is making a child feel as though he is not special and we do not want anyone to feel that way in our land of equity. Let us not forget that being identified as gifted is not for the purposes of social status, it is not a pat on the shoulder; it is not a reward. The purpose for the identification of gifted children is it allows school districts to determine what services would be best for those children, just as if a child were to be identified as learning disabled, the district would do the same.

9.) All gifted children are quirky



Those who have taught gifted children for any amount of time recognize that some of their students have certain quirks. This could be such things as a lack of social awareness, a tendency toward perfectionism, becoming stressed about seemingly small things, worrying about problems halfway across the globe, or the overexcitabilities talked about in chapter 1. If you are going to teach gifted children, it just becomes standard practice that you learn to accept these quirks as a part of doing business. These quirks can sometimes make a child stand out from the rest of the class, especially if she is in a regular education classroom. These quirks become more the norm in a program with all gifted children because more children have them, so it does not stand out so much.

10.) Special education children cannot be gifted

Special education and gifted seem to be on opposite ends of the spectrum, and yet there are those children known as twice exceptional or 2E. This is a child who has been identified as gifted but also has been diagnosed with a learning disability such as ADHD, dyslexia, emotional disturbance, or autism. Servicing this child can be very challenging because you have to feed both ends of the spectrum. There has to be enough challenge to satiate this child's desire to learn while giving them enough support to help him to succeed. It is a tricky balancing act and one that is not always done well.

Understanding that these are myths can go a long way in helping teachers to have a better understanding of who they are working with and how to best challenge them. Like most myths, there are glimpses of truth to some, but to make a blanket statement that all gifted children are like this is to suggest that all gifted children are the same. That would not be true of any group of students. In reality, gifted children are just like your typical child with the same needs and wants. However, their potential is the true gift, so trying to find ways to tap into this and use it to the best of the ability is the challenge of many teachers and parents of gifted.

Author

Todd Stanley is the author of several education books including Project-Based Learning for Gifted Students and Performance-Based Assessment for 21st-Century Skills, both for [Prufrock Press](#).

Additionally, he wrote a series of workbooks for them entitled [10 Performance-Based Projects for the ELA/Math/Science Classroom](#). He wrote Creating Life-Long Learners with Corwin Press and is a regular contributor of blogs to Corwin Connect which can be accessed at <https://corwin-connect.com/author/toddstanley/>.

You can find out more about Todd at [MyEdExpert.com](#) and you can follow him on [Twitter](#).



• MYTHS ABOUT GIFTED KIDS

- Posted in [Blog](#) on 11/28/2017 [1 Comment](#)
- *by Nicole LaChance, Marketing and Communications Coordinator*
- There are a lot of myths out there about gifted students. Today I want to highlight and debunk some of the most common ones we hear in the course of our work advocating for gifted kids.
- **Gifted Students Don't Need Help**
- Gifted students have great potential, but they, like any other student, need guidance and support for it to be fully realized. Left without help, gifted students can become bored and unchallenged, leading to a dislike for school and low-achievement. The guidance of a teacher, parent, counselor or other supportive adult is crucial for the success of a gifted student.

- **Students with Learning Disabilities Cannot be Gifted**
- Some gifted students are twice-exceptional, meaning they also have learning disabilities, which makes it harder for their giftedness to be recognized. Most of these students have the problem of things at school being too hard or too easy and are often not served and challenged at the level they need. It is important for these students to both be challenged and receive help for their learning disability.
- **Gifted Students Always Get Good Grades**
- Gifted underachievers are a very real thing. Some students are bored and disengaged from being unchallenged in the classroom, therefore they stop really trying to get good grades. Other students spend so much time on academic pursuits unrelated to school that required work goes uncompleted. These students greatly benefit from the support of an adult to help break the cycle of underachievement.
- **Gifted Kids Excel in All Areas – Academic, Social and Emotional**
- Asynchronous Development, in which gifted kids develop academically, socially and emotionally at different levels, is one of the signature traits of gifted children. For example, a first grade student may be reading at a sixth grade level, but be communicating below the ideal for their age. This can sometimes lead to social struggles in school.
- **Teachers Love Having Gifted Students in the Classroom**
- It is often thought that gifted children are model students, but, in reality, they can be disruptive and have behavioral issues that frustrate their teacher. However, this can often be avoided when students are engaged, challenged and matched with a teacher who understands and enjoys gifted children.
- **All Gifted Kids are the Same**
- Gifted kids are just as varied and diverse as everyone else! They have a wide range of abilities and interests, as well as social and cultural backgrounds.
- What myths about gifted students would you like to debunk?
- ***Like this post? Sign up for our email newsletter to receive more stories, information, and resources about gifted youth straight to your inbox.***
- Posted at 06:38h, 20 July [REPLY](#)
- Myth: Gifted kids are all nerdy, awkward, and unfashionable.
Myth: If a gifted kid has a cheery demeanor in school, it's because

(s)he's satisfied with his/her educational circumstances as opposed to just wanting to stay positive and be grateful for what IS going right in his/her life, even if that's actually very little..

- Try being smarter AND prettier AND nicer than all your classmates and see how willing the schools are to lend you a helping hand. You can't really be suffering in a standard classroom or you wouldn't look so good and have so many friends, right? (eyeroll)