



Exceptional Children : Types

The Gifted Child



The Gifted Child

- **Gifted child**, any **child** who is naturally endowed with a high degree of general mental ability or extraordinary ability in a specific sphere of activity or knowledge.
- Intellectual giftedness is an intellectual ability significantly higher than average. It is a characteristic of children, variously defined, that motivates differences in school programming.
- The talented or gifted child is one which shows consisted remarkable performance in worthwhile line of endeavor -**Havighrusht**

Some definitions of Giftedness

- **The National Association for Gifted Children (NAGC)** defines giftedness as the following:
 - “Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports).”

Some definitions.....

- **Federal Definition of Gifted and Talented**
- "The term 'gifted and talented,' when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities."
- (No Child Left Behind Act, P.L. 107-110 (Title IX, Part A, Definition 22) (2002); 20 USC 7801(22) (2004))

Areas of Giftedness

First, it's important to understand that giftedness is not just a matter of academic achievement.

A child (or adult) may be gifted in several different domains:

Intellectual

Creative

Artistic (Visual and performing arts ability)

Leadership

Academic

Psychomotor ability

According to George Betts and Maureen Neihart

- 1. **The Successful** – a level and motivated teacher and parent pleaser who fits the system and learns to underachieve, therefore might not reach their potential. The Successful needs more challenge in a safe environment for risk taking.
- 2. **The Challenging** – a divergent and disruptive creative thinker, possibly also a pessimist and introvert. The Challenging can be noisy in class and too much group work may cause distress and an eruption of emotion. Teachers are not keen on too many of these types of students in class.
- 3. **The Underground** – previously highly motivated and intensely interested in academic or creative pursuits, the Underground begins to deny their talent as their need to belong rises dramatically. They hide their giftedness to be with peers and simply do enough work to pass but may put time into peer fashion/sport. They appear average.

Continues...

- 4. **The Dropout** – an angry, frustrated student who is bitter with the system that has failed them and causes anguish to everybody. They perceive that they are not accepted for who they are and that society wants to change them. The Dropout will likely refuse any cooperation and any help but counselling can help them. Their problems are not educational but relate to a belief and mindset within them.
- 5. **The Double-Labelled** – physically, emotionally or learning disabled as well as being gifted but appears average or even below average. They exhibit symptoms of stress, disruptive behaviours and confusion about their inability to perform school tasks. Society often fails to look past their disability.
- 6. **The Autonomous Learner** – independent and self-directed, the Autonomous Learner makes the school system work for them and feels comfortable creating opportunities for themselves. They make up their own minds about how hard to work in the circumstances and what else they have planned. They are well respected by adults and peers and frequently serve in some leadership capacity within their school or community but still need a good coach at the appropriate level.
- Only Type 1 – the Successful and Type 6 – the Autonomous Learner are easy to identify in schools.
- Types 2, 3, 4, 5 - risk of not being identified or misdiagnosed

Characteristics of Giftedness

• Cognitive	• Creative	• Affective	• Behavioral
<ul style="list-style-type: none"> • Keen power of abstraction • Interest in problem-solving and applying concepts • Voracious and early reader • Large vocabulary • Intellectual curiosity • Power of critical thinking, skepticism, self-criticism • Persistent, goal-directed behavior • Independence in work and study • Diversity of interests and abilities 	<ul style="list-style-type: none"> • Creativeness and inventiveness • Keen sense of humor • Ability for fantasy • Openness to stimuli, wide interests • Intuitiveness • Flexibility • Independence in attitude and social behavior • Self-acceptance and unconcern for social norms • Radicalism • Aesthetic and moral commitment to self-selected work 	<ul style="list-style-type: none"> • Unusual emotional depth and intensity • Sensitivity or empathy to the feelings of others • High expectations of self and others, often leading to feelings of frustration • Heightened self-awareness, accompanied by feelings of being different • Easily wounded, need for emotional support • Need for consistency between abstract values and personal actions • Advanced levels of moral judgment • Idealism and sense of justice 	<ul style="list-style-type: none"> • Spontaneity • Boundless enthusiasm • Intensely focused on passions—resists changing activities when engrossed in own interests • Highly energetic—needs little sleep or down time • Constantly questions • Insatiable curiosity • Impulsive, eager and spirited • Perseverance—strong determination in areas of importance • High levels of frustration—particularly when having difficulty meeting standards of performance (either imposed by self or others) • Volatile temper, especially related to perceptions of failure • Non-stop talking/chattering

Cognitive Characteristics

- **IQ is greater than 140**
- **Very superior reasoning ability**
- **Greater intellectual capacity and curiosity**
- **Asks questions**
- **Have unusual imagination**
- **Indulge in divergent thinking**
- **Can Memorize very easily**
- **Large span of attention ,**
- **High concentration**

Motivational Characteristics

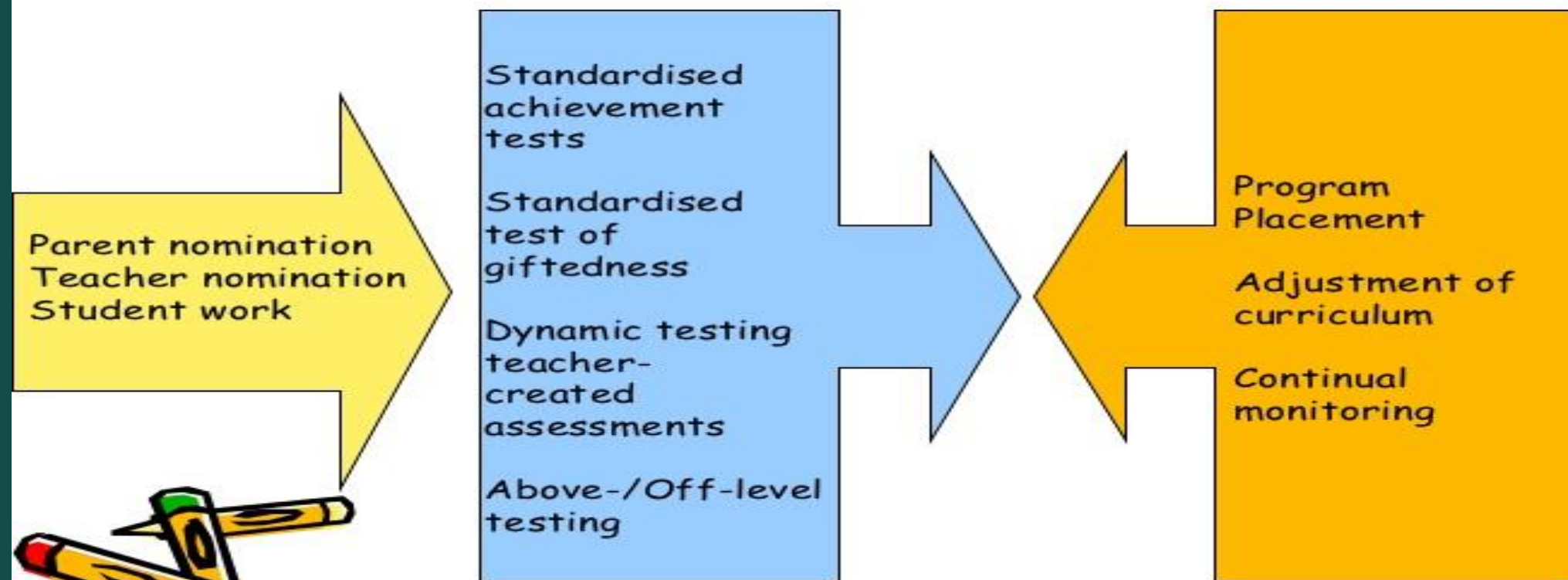
- **Strives for high standards of personal achievement**
- **is self directed**
- **is highly self motivated and sets personal goals**
- **is persistent in seeing tasks to completion**
- **becomes committed to and absorbed in tasks**
- **tends to be self critical and evaluative**
- **Is reliable**
- **prefers to work independently**

How To Identify Giftedness

- **Through Checklist**
- **Through Intelligence Test: Verbal And Nonverbal Tests**
- **Academics Records**
- **Parental Interview**

Identification Process

The Identification Process



Oakland, T 2005, 'A 21st-Century model for identifying for gifted and talented programs in light of conditions: an emphasis on race and ethnicity', *Gifted Child Today*, vol. 28, no. 4, pp. 56-58

Role of Teacher

- The first step is to desensitise the issue.
- Labelling a child as gifted does not instil them with more worth than another child.
- Identifying a child as gifted is identifying a need that must be addressed.
- Gifted students learn differently to to their peers and will suffer if these needs are not met.



Oakland, T 2005, 'Assessment of Gifted Students for Identification Purposes: New Techniques for a New Millennium', *Learning and individual differences*, vol. 20, no. 4, pp. 327-36

How can teacher ensure proper learning of the gifted

- There are 3 main ways in which the curriculum should be differentiated
- 1 - Process modifications
- 2 - Product modifications
- 3 - Learning environment



Vaille, W & Geake, J 2003, 'Pedagogy and Curriculum' in W Vaille & J Geake (eds), *The Gifted Enigma: a collection of articles*, Hawker Brownlow Education, Cheltenham, VIC

Process Modifications

- Learning tasks should be abstract, complex, varied
- Learning tasks should involve issues of organisation, study of people, methods of inquiry.



Vaile, W & Geake, J 2003, 'Pedagogy and Curriculum' in W Vaile & J Geake (eds), *The Gifted Enigma; a collection of articles*, Hawker Brownlow Education, Cheltenham, VIC

Product Modifications

- Involve higher order thinking processes
- Promote creative and critical thinking
- Require problem solving
- Involve group interaction
- Variable levels of pacing
- Allow for debriefing of the process
- Involve open-endedness

Allow for freedom of choice.



Learning Environment

- Flexible and open
- Encourage independent learning
- Accepting and non judgemental
- Encourage complex and abstract thought.



Vaille, W & Geake, J 2003, 'Pedagogy and Curriculum' in W Vaille & J Geake (eds), *The Gifted Enigma: a collection of articles*, Hawker Brownlow Education, Cheltenham, VIC

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