Summary

- The “Gifted” Label
- Categories of Giftedness
- General Characteristics
- Behavioural & Social Emotional Indicators – Early Years, Primary School, Secondary School
- Types of Gifted Learners
- Web Resources
- Suggested Reading

Gagné's Differentiated Model of Giftedness & Talent

Idea of HIDDEN Gifts!
High Potential → High Performance

NO AGREED Definition Of Giftedness!

GARDNER'S Theory of MULTIPLE Intelligences

Linguistic
Logical-Mathematical
Musical
Spatial
Bodily-Kinesthetic
Interpersonal
Intrapersonal
Naturalist
RENZULLI'S 3 Ring Model

Above Average Ability
Task Commitment
Creativity

Gifted

In Ireland we focus on Performance

So, what do we MEAN by the terms “Gifted”, “Talented” or “Exceptionally Able”?

It’s MORE than an IQ Score!

Top 5% Intellectual Ability is considered the Gifted Range

Gifted Kids come in ALL Shapes & Sizes, from all socio-economic backgrounds, and from ALL communities.

FORGET the Stereotypes, they are, above all else, INDIVIDUALS!
**Giftedness is all about learning POTENTIAL -**
Gifted children are not always High Achievers

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**General CHARACTERISTICS**
- Keen powers of OBSERVATION
- Learned to READ very early, often before school age
- Reads WIDELY and rapidly
- Well developed VOCABULARY - takes delight in using unusual and new words
- Has great intellectual CURiosity
- Absorbs information rapidly - often called SPONGES
- Very good MEMORY - can recall information in different circumstances
- Have ability to CONCENTRATE deeply for prolonged periods
- Unusual or quirky sense of HUMOUR
- Heightened SENSITIVITIES and intensity
- Can develop strong passions - become an EXPERT

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**7 CATEGORIES of Giftedness**
Groups of Traits which are OBSERVABLE:

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**Not ALL Gifted Characteristics have to be present.**

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- **General** intellectual ability
- **Specific** academic aptitude
- **Creative** thinking and production
- **Leadership** skills
- **Visual, Performing arts, Sports**
- **Mechanical** Ingenuity
- **Special Abilities** - Empathy, Understanding and Negotiation.

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Giftedness can be MASKED by:
- **Learning Difficulties**
- Disabilities
- **Cultural Differences**
- Disadvantaged Background
- Lack of Opportunities
“Highly gifted children tend to be those who demonstrate asynchronous development - the process whereby the intellect develops faster and further than other attributes such as social, emotional and physical development. Due to their high cognitive abilities and high intensities, they experience and relate to the world in UNIQUE WAYS.”

National Association for Gifted Children UK

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BRIGHT Kids vs GIFTED Kids

What's the Difference?

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What to Look For...

- Ability to understand and use abstract symbol systems at much younger ages than usual.
- Early language development
- Early motor development
- Early development of rich vocabulary
- Early ability to grasp abstract concepts - maths
- Exceptional memory
- Rapid, fast paced learning
- Ability to ask probing questions
- Early classification and investigative skills - categories

Source: Australian Gifted & Talented Education - CPU for Teachers
Social & Emotional

- Emotional intensities & sensitivities
- Display heightened sense of injustice
- Play more structured games, suited to older children
- Prefer friendships with older children
- Heightened capacity for empathy with others
- Frustration with own fine motor skills
- Mature and quirky sense of humour
- Can have different expectations around friendships to peer group

Source: Australian Gifted & Talented Education - GTE for Teachers

Social & Emotional

- Emotional intensities & sensitivities
- Display heightened sense of injustice & fairness
- Can prefer friendships with older children
- Heightened capacity for empathy with others
- Frustration with own fine motor skills
- Mature and quirky sense of humour
- May feel the need to dumb down in order to fit in with peers and teachers
- Can experience crippling perfectionism
- Can have different expectations around friendships to peer group

Source: Australian Gifted & Talented Education - GTE for Teachers

The PRIMARY SCHOOL Years

- I want to give someone else a chance
- Do you think he'll make it to secondary?
- Books? IY we don't get him the book, will!

The SECONDARY SCHOOL Years

- There's no point in putting up my hand, let me ask me anyway.
- Oh look at spider . . .

What to Look For . . .

- Ability to understand and use abstract symbol systems at much younger ages than usual
- Rich vocabulary
- Can become absorbed in things they find interesting
- Unusually quick learning
- Dislike of slow paced work
- Exceptional memory
- Likes and prefers independent work
- Ability to ask probing questions
- Ability to think and reason at a level closer to older students

What to Look For . . .

- Can see patterns & make connections
- Can have high abilities across a range of subjects
- Can become totally absorbed in things they find interesting
- Fast paced learning
- Dislike of slow paced work
- Extremely well developed memory
- Likes and prefers independent work
- Ability to ask probing (sometimes provocative) questions
- Ability to think and reason at a level closer to older students

Source: Australian Gifted & Talented Education - GTE for Teachers
Social & Emotional

- Emotional intensities & sensitivities
- Display heightened sense of injustice & fairness
- Can prefer friendships with older children or adults
- Heightened capacity for empathy with others
- Frustration with own fine motor skills
- Mature and quirky sense of humour
- May feel the need to dumb down in order to fit in with peer groups and teachers
- Can experience crippling perfectionism
- May have close friendships with one or two people
- Can have difficulty choosing a career

Source: Australian Gifted & Talented Education – PEP for Teachers

The SUCCESSFUL

Behaviours

- high achiever
- seeks teacher approval
- risk taker
- does well academically
- accepts & contains
- dependent

Source: NCCA Draft Guidelines

The SUCCESSFUL

Feelings - Social & Emotional

- boredom
- extrinsic motivation
- dependent
- responsible for others
- positive self-concept
- diminished feelings of self
- anxious
- and rights to their emotions
- guilty about failure
- self critical

Source: NCCA Draft Guidelines

The CHALLENGING

Source: NCCA Draft Guidelines
**The CHALLENGING Behaviours**

- Corrects teacher
- Questions rules, policies
- Honest, direct
- Mood swings
- Inconsistent work habits
- Poor self control
- Creative
- Prefers highly active, engaging, questioning approach
- Stands up for connections
- Competitive

**The UNDERGROUND Behaviours**

- Denies ability
- Drops out of support group
- Resists challenges
- Wants to belong socially
- Changes friends

**The CHALLENGING Feelings - Social & Emotional**

- Boredom
- Frustration
- Low self esteem
- Impatient
- Defensive
- Heightened sensitive
- Unsure about social roles

**The UNDERGROUND Feelings - Social & Emotional**

- Unsure
- Pressured
- Confused
- Guilty
- Insecure
- Diminished feelings of self and right to their emotions

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*Source: NCCA Draft Guidelines*
**The DOUBLE LABEL**

**Behaviours**
- Demonstrates inconsistent work
- Seems average or below
- May be disruptive or acts out

**Feelings - Social & Emotional**
- Powerless
- Frustrated
- Low self esteem
- Unaware of his or her potential
- Angry

**The DROP.OUT**

**Behaviours**
- Poor attendance
- Doesn’t complete tasks
- Pursues outside interests
- Dreams in class
- Self abusive
- Isolates self
- Creative
- Criticizes self and others
- Produces inconsistent work
- Disruptive
- Appears average or below
- Defensive

**Feelings - Social & Emotional**
- Resentment
- Angry
- Depressed
- Explosive
- Poor self concept
- Defensive
- Burn out

*Source: NCCA Draft Guidelines*
The AUTONOMOUS

Behaviours

• Appropriate social skills
• Works independently
• Develops own goals
• Follows through
• Follows strong areas of passion
• Initiated self
• Creative
• Stands up for convictions
• Risk taker

Supported

Social & Emotional

• Accepts failure
• Accepts others

Self accepting

Intrinsic motivation

http://www.giftedkids.ie/wetrans(links)

Join Giftedkids.ie Forum

http://www.giftedkids.ie/yabb

Gifted Children Going Forward: Creating a True Smart Economy

When? Saturday, March 13th 2010
Where? Dublin City University
Who? Parents, Teachers, Student Teachers & Education Professionals
How much? €80, Discounted Rate for Students

Award: ICEP EUROPE

Latest Date for Registration: 9th April 2010

Start Dates

To book your place, please contact Ms. Lynne Money, CTYI, email to Lynne.money@dcu.ie or tel (01) 7045100

Characteristics of the Exceptionally Able - Faster, Earlier, Diffently
• How to be your Child’s Best Advocate - Supporting your Child at Home and at School
• Educational Assessment
• Dual Exceptionality - Aspergers, ADHD, Dyspraxia, Dyslexia, Behavioral Issues
• In Class Strategies - Differentiation, Enrichment, Acceleration, ICT Resources
• Social & Emotional Sensitivities

Giftedkids.ie WEBINAR Series

Next Webinar coming in MARCH 2010
Free to Parents & Teachers
Introductory Online seminars
Download recorded webinars & videos

• The Essentials of Teaching Gifted & Talented Students: A Practical Introduction
Start Dates
Spring: 15th April - 16th April 2010
Latest Date for Registration: 9th April 2010
Summer: July - August
Autumn: October - December
Award: CPD

http://www.icepe.ie/