

Gifted And Talented

*THE INS AND OUTS AND
EVERYTHING IN BETWEEN! NO
MYSTERIES... WELL, MAYBE SOME...*



Rice Lake Area School District

Some MYTHS about Gifted Education!

Gifted Kids are like the cream that rises to the top of the classroom:

NOT necessarily. Gifted students can have hidden learning disabilities that go undiscovered because they can easily compensate for them in the early years. As time goes on, however, it becomes harder and harder for them to excel, which can lead to behavior problems and depression.

Gifted Kids are so smart that they do fine with or without special programming:

They may appear to do fine on their own, but without proper challenge, they can become bored and unruly. As the years go by, gifted students may find it harder and harder as work does become more challenging since they had never faced challenge before.

Gifted and Talented means the same thing:

There is no rule that states a child who is capable of scoring to the high ninety percentiles on group achievement testing **MUST** be considered gifted. We must remember that achievement tests are “Grade Level Testing”, such a child is definitely **ACADEMICALLY TALENTED**. But, further individualized intelligence and out of level academic testing must be given before we can define that child as “Gifted”. At the same time, there is no rule that states a child identified as gifted should be achieving to high standards in the classroom. This type of stereotyping can do serious and irreversible damage to both groups.

ANY student can benefit from enrichment; Academically Talented students can benefit from honors classes, HOWEVER, Intellectually Gifted students NEED a differentiated curriculum and even may need a *different learning environment*.

It is not always easy to be gifted...

The following is a list of general concerns of the gifted. Few students will display all of the problems on the following list; however, you will probably recognize several that apply to your student of nomination, or your own child.

- ✚ Confusion about the meaning of giftedness
- ✚ Feeling different
- ✚ Heightened sensitivity and intensity
- ✚ Trying to be “normal”
- ✚ Problems with making career choices if they are older
- ✚ Disorganized
- ✚ Hostility of others toward their abilities
- ✚ Hidden special needs
- ✚ Moral concerns-related to intellectual abilities
- ✚ Feeling responsible for others
- ✚ Uneven development
- ✚ Feeling inadequate
- ✚ Perfectionism
- ✚ Difficulty in developing relationships
- ✚ Intolerant of others
- ✚ Difficulty in dealing with stress
- ✚ Unfocused
- ✚ Dealing with expectations of others
- ✚ Lack of sufficient challenge in school
- ✚ Underachievement
- ✚ Depression which is often masked as boredom
- ✚ Excessive competitiveness
- ✚ Lack of true peers - on level with other



REALISTIC Expectations

For Intellectually Gifted in a Regular Classroom

1. According to national figures, 20% of the high school dropouts are gifted. It could be realistic to expect a certain percentage to be unmotivated and dissatisfied with their school experience.
2. It is reasonable to expect classroom work to be average to above average, unless they are working at their instructional level. If they are working at their instructional level, they should be doing above average or better work.
3. It is realistic to expect the student to want to learn for learning's sake, rather than to learn merely for somebody else's standards.
4. It is realistic to expect the intellectually gifted to be an avid reader. They may be reading a book when time is given to complete an assignment, or they may do the majority of their reading away from school.
5. Since the HATE drill and repetition, it can be expected that they will rush through that type of work... and make numerous mistakes.
6. It is reasonable to expect some of them to be perfectionists. Their assignments may be handed in late, or not at all, because they do not please the student. Time escapes them because all work must be perfect. This often makes them anxious and inhibits them from trying something new.
7. It is realistic for these students to set unrealistic goals for themselves. They expect an extreme amount from themselves. Everyone else expects them to achieve the unachievable; things do not get completed.
8. It is realistic to expect them to have learning strengths and weaknesses as do all students.
9. It is realistic to expect the balance between the emotional and the intellectual to be uneven – especially for the primary child. Emotionally the child may be 6, but intellectually 11.
10. These students usually have many hobbies and projects outside of school. It is realistic for them to consider these activities for more important than homework assignments.

UN-REALISTIC Expectations

For Intellectually Gifted in a Regular Classroom

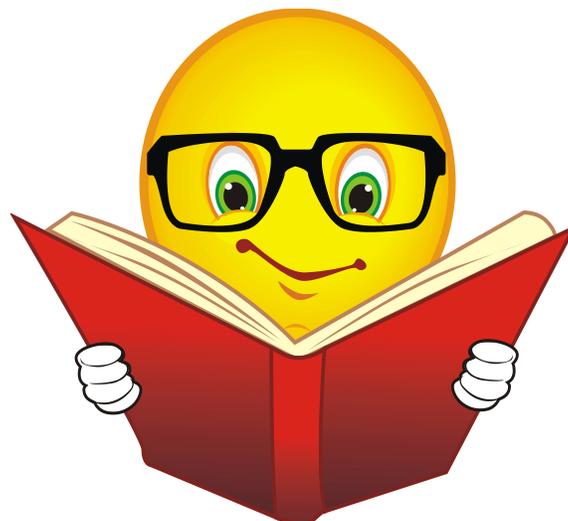
1. To expect intellectually gifted to be enthusiastic about drill and repetition.
2. To expect the gifted to excel in every subject area. They have special interests and are usually persistent in following them.
3. To expect the intellectually gifted to do their best with work that is TOO easy, or that they already know.
4. To expect them to make the best grades. Grades reflect the completion of assigned tasks, NOT cognitive ability.

AWARENESS THAT THE PRECEDING PITFALLS EXIST ENABLES THE STUDENT, PARENT, AND/OR TEACHER, TO **JUMP OVER OR GO AROUND** THEM. THERE ARE OTHER PITFALLS TOO. WITH VIGILANCE AND COMMUNICATION, WE CAN ALERT EACH OTHER TO THEIR PRESENCE.



How does the Gifted and Talented student learn?

CHARACTERISTICS OF THE GIFTED	IMPLICATIONS FOR LEARNING STYLE/EDUCATION
Nonconformist, independent thinker	Resents the constraining structure of a traditional classroom, excessive rules and regulation, and pressure for conformity at the expense of expressing individuality.
Has drive to be creative, inventive, expressive, discovering	Repelled by rigid structure, rote work, textbook-centered curriculum and teacher control.
Self-sufficient, takes initiative, resourceful	Wants opportunities for self-direction , decision making and developing own interests and plans.
Has a distinctive learning style.	Teaching methods must be based on student's learning style in order to motivate and to fulfill learning needs.
Exceptional capacity for analytical and critical thinking, advanced problem solving, and perceiving relationships among ideas and events.	Desires relevant curriculum, being involved in dynamic learning, sees little use in skill work, tends to be excessively critical of self and others .



A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers	Poses unforeseen questions	Sees exceptions
Is interested	Is curious	Wonders
Is attentive	Is selectively, mentally engaged	Daydreams; may seem off task
Generates advanced ideas	Generates complex, abstract ideas	Overflows with ideas, many of which will never be developed
Works hard to achieve	Knows without working hard	Plays with ideas and concepts
Answer the questions in detail	Ponders with depth and multiple perspectives	Injects new possibilities
Performs at the top of the group	Is beyond the group	Is in his/her own group
Responds with interest and opinions	Exhibits feelings and opinions from multiple perspectives	Shares bizarre, sometimes conflicting opinions
Learns with ease	Already knows	Questions, what if...
Needs 6 to 8 repetitions to master	Needs 1 to 3 repetitions to master	Questions the need for mastery
Enjoys the company of age peers	Prefers the company of intellectual peers	Prefers the company of creative peers but often works alone
Understands complex, abstract humor	Creates complex, abstract humor	Relishes wild, off-the-wall humor
Completes assignments on time	Initiates projects and extensions of assignments	Initiates more projects that will ever be completed
Is receptive	Is intense	Is independent and unconventional
Is accurate and complete	Is original and continually developing	Is original and continually developing
Enjoys school often	Enjoys self-directed learning	Enjoys creating
Absorbs information	Manipulates information	Improvise
Is a technician with expertise in a field	Is an expert who abstracts beyond the field	Is an inventor and idea generator
Memorizes well	Guesses and infers well	Creates and brainstorms well
Is highly alert and observant	Anticipates and relates observations	Is intuitive
Is pleased with own learning	Is self-critical	Is never finished with possibilities
Gets A's	May not be motivated by grades	May not be motivated by grades