What Is Giftedness?

- Definitions vary

Giftedness is found across all genders, socioeconomic strata, cultural and ethnic groups

Characteristics

- Long attention span
- Preference for older playmates
- Early and extensive vocabulary
- High activity level
Characteristics

- Excellent memory
- Extreme curiosity
- Keen sense of observation
- Rapid learning ability

Characteristics

- Excellent sense of humor

Characteristics

- Excellent sense of humor
- High degree of sensitivity
Characteristics

- Excellent sense of humor
- High degree of sensitivity
- Abstract reasoning

Social-Emotional Characteristics

- Support intensity and sensitivity
  - Emotional
  - Behavioral
  - Attitudes
  - Interests

Asynchrony

- Experiences that are qualitatively different from the norm
- Peaks and valleys
Giftedness is like a symphony... both encompass a spectrum of qualities.

Recognize Strengths and Interests

• A young child who is provided with appropriately challenging, stimulating school work can show substantial gains in achievement, motivation, and self-concept.

Diverse Populations

• Supportive environment
• Look and listen
• Use a strength-based approach
• Understand not all gifted children look the same
So I think there are gifted children in my classroom. Now what? How do I meet the needs of the gifted child?

Utilize a wide variety of differentiation and instructional strategies

Selecting Differentiation Strategies

- Relate to instructional purposes
- Be diverse
- Provide a balance
- Mesh with the learning styles
- Subordinate to educational purpose
**Quality Differentiation**

- Use a variety of resources
- No upper limit on expectations
- Facilitation emphasis by teacher
- Study of topics from multiple perspectives
- More extended and involved

**Quality Differentiation**

- Higher-level thinking
- Product alternatives
- More open-ended (creative responses)
- More conceptual or abstract
- More complex
- More focused on analysis or interpretation

**Environmental Strategies**

- Value the competencies of the young child
Environmental Strategies

• Value the competencies of the young child
• Appreciate and enjoy the uniqueness
• Become listeners
• Maintain high expectations
Environmental Strategies

• Make explicit the language of thinking

Environmental Strategies

• Make explicit the language of thinking
• Create a literacy rich environment

Environmental Strategies

• Make explicit the language of thinking
• Create a literacy rich environment
• Celebrate diversity
Specific Environmental Strategies

- Inclusion of the arts
- Allowing for socialization
- Interest centers
- Grouping arrangements
- Multicultural considerations

Curricular Strategies

- Provide authentic learning experiences
- Provide choices to engage learning
- Opportunities for inquiry
- Assess continually

Specific Content Strategies

- Pre-assessment
- Open reading choice
- Bloom’s taxonomy
- Allowing for readiness and prior knowledge
- Bibliotherapy
Tiered Lessons

- Centers can have varying difficulty levels at the stations for the students
- Multiple groups and activities happening at the same time
- Great way to scaffold (up and down)

Assessment

- Differentiation only works with continual assessment
  - Pre-assessment
  - Formative
  - Summative
  - Student self-assessment

Specific Process Strategies

- Pacing
Specific Process Strategies

- Pacing
- Inquiry and discovery
- Questioning techniques
- Problem solving
Specific Process Strategies

- Pacing
- Inquiry and discovery
- Questioning techniques
- Problem solving
- Problem-based learning

Compacting or Extending the Curriculum

- Compacting
  - Compress the basic curriculum into a smaller time frame
  - Individualize one or more parts of the curriculum to facilitate and challenge a gifted child
- Extending
  - Provide additional depth and complexity
Specific Product Strategies

- Journals
- Portfolios
- Product choice—open-ended creative options

Tic-Tac-Toe Menu

- Ability to provide various activities so students have choice
- Menu boards can be set up in a variety of ways focusing on products, process, or content

Thinking Skills

- Creative thinking
- Critical thinking
- Mathematical thinking
Critical and Creative Thinking

- Use creativity as a channel for critical thinking
- Explore a range of subjects
- Make discoveries
- Build connections
- Become participants and contributors

Creative Thinking Taxonomy

- Fluency
- Flexibility
- Originality
- Elaboration
- Evaluation


Into Practice

- Step 1: Set the stage
- Step 2: Depends on which taxonomy level
  - Generate solutions
  - Imagine
  - Explore and share
  - Questioning
- Step 3: Make the link to critical thinking
Mathematical Thinking

• Discovery of properties
• Discovery of process

Family Partnerships

• Have the family share information about their child
• Provide open communication
• Provide support

As an educator, your goal is to make sure that you extend the excitement and nourish the curiosity of all children, including young gifted children.
Contact Ellen and Judy

Ellen I. Honeck, Ph.D.
honeck@comcast.net
Twitter: @EllenHoneck

Judy Galbraith, M.A.
galbraith@freespirit.com
Twitter: @judyfreespirit