

Gifted Students in the Inclusive Classroom



By
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Aren't All Children Gifted?

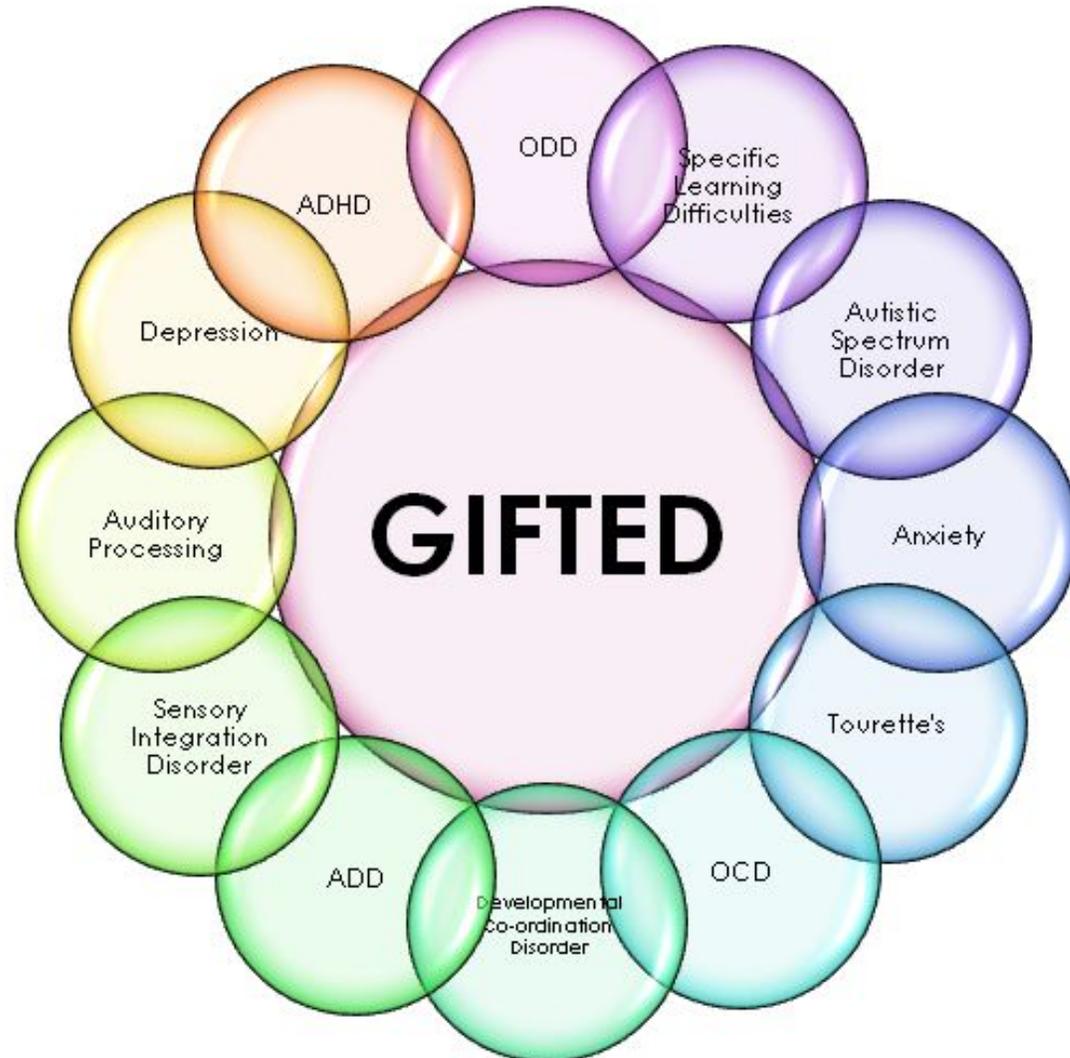
What is unique about intellectually gifted/ talented students?

E.4 Gifted Definition

- A student is considered gifted when she/he possesses demonstrated or potential abilities that give evidence of exceptionally high capability with respect to intellect, creativity, or the skills associated with specific disciplines.
- Students who are gifted often demonstrate outstanding abilities in more than one area.
- They may demonstrate extraordinary intensity of focus in their particular areas of talent or interest.
- However, they may also have accompanying disabilities and should not be expected to have strengths in all areas of intellectual functioning.



Gifted learners can also be burdened by deficiencies / disabilities in other domains



Source: <http://www.lanc.org.uk/related-conditions/gifted-adhd-asd/>

Identification and Assessment

(BC Ministry of Education)

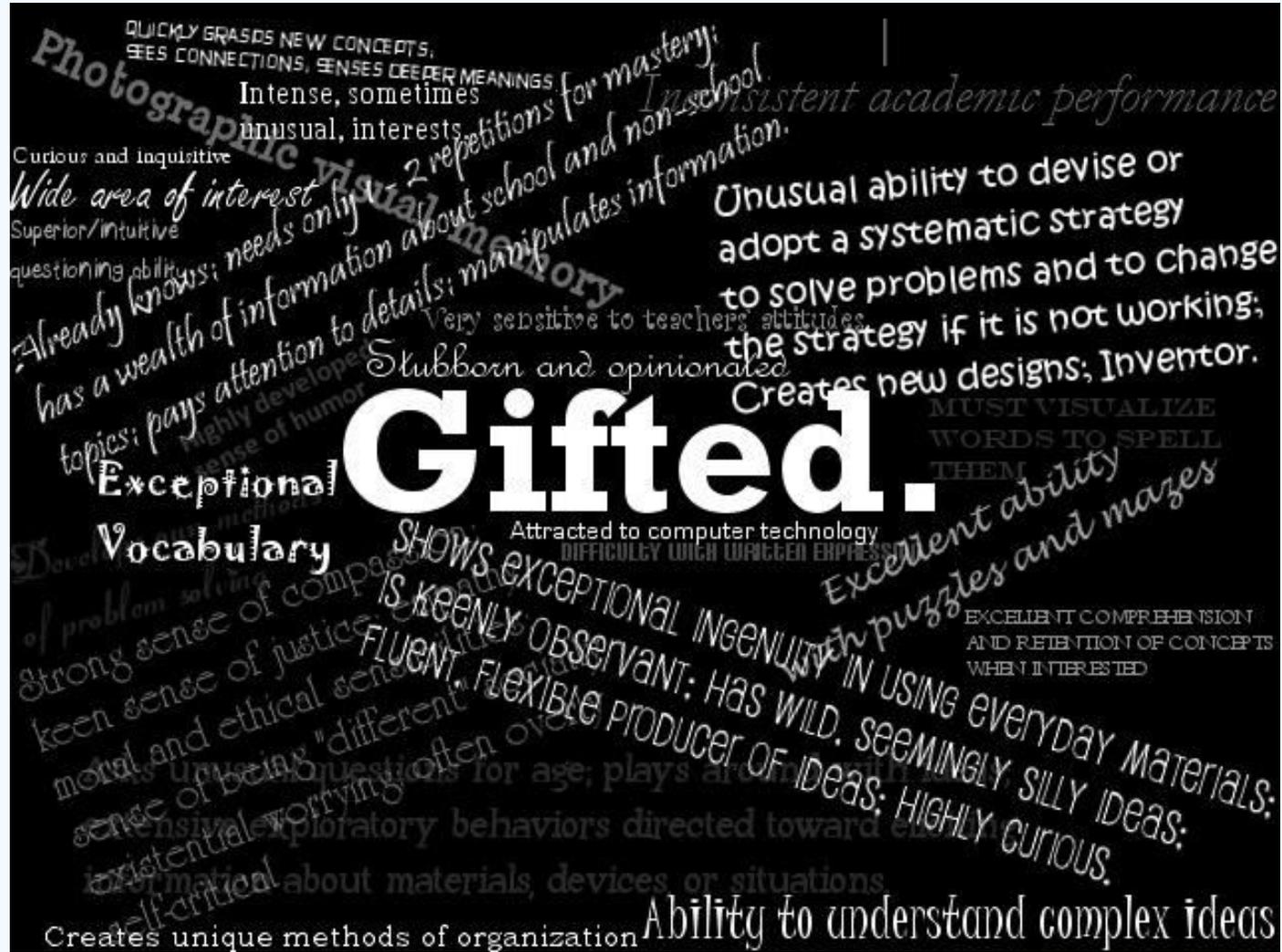
- Importance of early identification to prevent secondary emotional and behavioural difficulties
- District screening and identification procedures should be in place
- Effort should be made to ensure that screening and identification procedures are unbiased in respect to language, culture, gender, physical ability, learning or other disability
- No single criterion for access to or exclusion from services for gifted students
- Multiple criteria and a variety of sources should be considered:
 - teacher observations including anecdotal records, checklists, and inventories;
 - records of student achievement including assignments, portfolios, grades and outstanding talents, interests and accomplishments;
 - nominations by educators, parents, peers and/or self;
 - interview of parents and students; and
 - formal assessments to Level C of cognitive ability, achievement, aptitude and creativity.
 - A student who is talented in areas other than academics should also have an assessment of intellectual abilities, as it is important information for educational planning

Characteristics of Intellectual Giftedness

Think of a person that you know (practicum student, family member, friend, yourself, or a character in a movie, for example) that you consider intellectually gifted.

On a piece of paper, describe this person's characteristics.

Let's share answers...



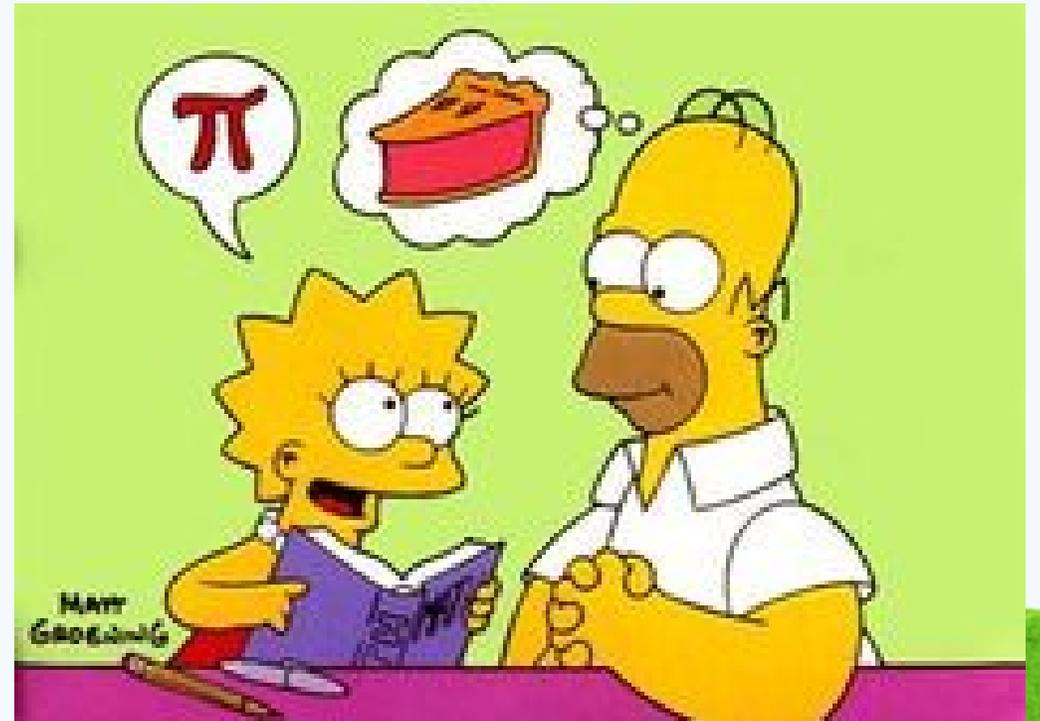
Source: <https://backwardstimemachine.files.wordpress.com/2014/01/the-gifted-people-how-explained-cursed-smart-brain-opt640x480o00s640x480.jpg>

The 6 Profiles of Gifted Students

Not all gifted students look the same!

In fact, Betts & Neihart have compiled 6 different profiles of gifted learners according to the following criteria:

- Feelings and Attitudes
- Behaviours
- Needs
- Adults/Peer Perceptions
- Identification
- Home support
- School support



Activity Time

1. In teams of 2 or 3, read the descriptions of 6 gifted students: Which profile “Type I to VI” describes them best?
2. Associate one of the profile names to each profile number:
 - a. Underground
 - b. Challenging
 - c. Successful
 - d. Double-labeled
 - e. Autonomous
 - f. Dropouts



<http://extend.schoolwires.com/ClipartGallery/images/19141489.jpg>

Type I - Successful

- As many as 90% of identified gifted students in school programs are Type I's
- Eager for approval, rarely exhibit behaviour problems
- Often become bored and learn to use the system to get by with minimal effort: not used to having to work hard, not used to failure
- Dependent upon parents and teachers for directions and structure: Fail to learn needed skills and attitudes for autonomy.
- Not aware of their deficiencies because of adult reinforcement
- May become competent but unimaginative adults and may underachieve in adulthood because they do not possess the necessary skills, concepts and attitudes for life-long learning and challenges of life

(Betts, G., Neihart M.)

Type II - The Challenging

- Divergently gifted
- Often go unidentified unless good screening programs and pro-d done with teachers
- Typically possess high degree of creativity
- May appear tactless, obstinate or sarcastic
- Often question authority and challenge teacher publicly
- Interactions at school often involve conflict
- Have not learned to use the system
- Struggling with self-esteem
- Type II elementary students often become Type IV in high school (drop-outs)

(Betts, G., Neihart M.)

Type III - The Underground

- Generally Middle-school females, while males tend to go underground in high school
- Belonging needs: gifted individuals start to deny their talent in order to feel more included with a non-gifted peer group
- Previously highly motivated and passionate students undergo an apparently sudden radical transformation, losing all interest in previous passions
- Frequently feel insecure and anxious
- Parents tendency to push these children
- These children/teens seem to benefit from being accepted as they are

(Betts, G., Neihart M.)

Type IV - The Dropouts

- Angry because the system has not met their need for many years
- Feel rejected
- May act depressed and withdrawn or act out and respond defensively
- Interests lie outside the realm of the regular curriculum and they fail to receive support and affirmation for their talent and passion
- Schools seems irrelevant and hostile
- Usually high school student, but also elementary students who attend but have dropped out emotionally and mentally
- Often identified as gifted very late, perhaps not until high school.
- Require a close working relationship with an adult they can trust
- Traditional programming is no longer appropriate.

Type V - The Double-Labeled

- Gifted children who are physically or emotionally handicapped in some way, or have learning disabilities
- Majority of them are not identified as gifted
- Do not often exhibit behaviors that schools look for in the gifted:
 - may have sloppy handwriting
 - may have disruptive behaviors that make it difficult to complete work
 - often seem confused about their ability to perform school tasks
- Show symptoms of stress: may feel discouraged, frustrated, rejected, helpless or isolated
- May deny they are having difficulties by claiming that activities are “boring” or “stupid”
- May use humor to demean others in order to bolster their own lagging self-esteem.
- Want to avoid failure, are often impatient and critical and react stubbornly to criticism
- School system tends to see them as average and focus on their weaknesses, fail to nurture their talents

Type VI - The Autonomous

- Few gifted children demonstrate this style at a very early age
- Have learned to use the system, but, as opposed to type Is, use it to create new opportunities for themselves
- They do not work for the system, they make the system work for them
- Have strong, positive self-concepts because their needs are being met
- Are successful and frequently serve in some leadership capacity within school or community
- Independent and self-directed: secure designing their own educational and personal goals
- Accept themselves and are able to take risks
- Strong sense of personal power
- Realize they can create change in their own life and do not wait for others to facilitate change for them

Teacher nominations and the influence of stereotypes (Carman, 2011; Rohrer, 1992)

- Research shows an over-representation of Caucasian and Asian students in gifted programs
- There is also underrepresentation among students with physical or learning disabilities, English language learners, and students living in poverty
- “Overall, multiple studies have found that, regardless of ethnicity, grade-level taught, or other potentially mediating factors, many teachers hold stereotypes about gifted students that could potentially interfere with their ability to accurately nominate students for participation in gifted programs” (Carman, 2011, p. 794)
- In Carman’s study of pre-service and in-service teachers:
 - 78.8% held stereotypical thoughts about four or more of the following areas: gender, ethnicity, age, learning interests, talents, and use of glasses.
 - When broken down by teaching experience, 81% of preservice teachers held stereotypical thoughts about four or more areas, as compared with 70% of inservice teachers.
 - More than 85% of preservice teachers imagined a Caucasian gifted person

Planning and implementation

There is no single way to go in terms of differentiation with gifted learners. The BC Ministry of education identifies common elements that characterize an individualized program appropriate for a student who is gifted:

- it is different in pace, scope, and complexity, in keeping with the nature and extent of the exceptionality;
- it provides opportunities for students to interact socially and academically with BOTH **age peers** and **peers of similar abilities**;
- it addresses both the cognitive and affective domains;
- it incorporates adaptations and/or extensions to content, process, product, pacing and learning environment;
- it goes beyond the walls of a school and into the larger community.

Planning and implementation

According to the BC Ministry of Education, supplemental services for a gifted student should contain some of the following elements, but are not limited to these:

- independent guided education;
- specialist teachers in resource centres or resource rooms;
- district and community classes;
- special groupings which provide opportunities for learning with intellectual peers;
- mentorships;
- consultative services to assist teachers in expanding experiences in the regular classroom;
- accelerating/telescoping/compacting some or all of the student's program;
- opportunities to challenge courses when appropriate;
- opportunities to take enriched courses and to participate in Advanced Placement, International Baccalaureate, or honours courses.

In S.D. 79 (Cowichan Valley)

Gifted Catalyst Program and the Challenge program are available as options for gifted learners.
For information, see: <https://www.sd79.bc.ca/curriculum-areas-k-12/gifted-and-enrichment-programs/>

Top 10 Myths about Gifted Students - Video made by gifted high school students



Gifted, creative and highly sensitive
children | Heidi Hass Gable |
TEDxLangleyED



This gifted woman, mother of 3 gifted children, shares about the challenges faced by gifted learners. She advocates that students self-concepts need to be the focus, not the curriculum. Self-directed learning is something that has worked for her children. She delivers a powerful TedTalk that I recommend you take the time to listen.

References

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For a whole resource list for teachers, see: <http://www.bced.gov.bc.ca/specialed/gifted/additional.htm>