

## **Culminating Assignment: Giftedness**

### **What are some inclusion strategies for gifted students in your class?**

Many of these strategies suggested for gifted students are also useful for all students in your classroom.

- Allow choices; students will be more inclined to do a better job on an assignment if given choices such as, how to present their project.
- Engage students in self-assessment and teach them strategies to gauge their learning. These students need to make “critical judgment”.
- “Deviate from the same old” and support learning by using questions.
- Use a KWL chart to discover what the student already knows because these students don’t see the point if they already know the information, move on.
- Have extended/ challenging activities ready for the gifted students since they often finish quite quickly.
- Use the KWL chart to find out their interests and build off of it.
- Avoid activities that will lead them to boredom including note taking. They would rather have a problem solving focus.
- These students enjoy problem-based learning.
- Have these students compete in academic contests.
- Have “vertical enrichment” activities. Help design a project for them that challenge them and go beyond that of the other students.

- Do not have these students tutor other students but rather have them working collaboratively with other students.
- Approach these students as a facilitator rather than a teacher. Allow the student to obtain the information rather than giving them the information.
- Use Bloom's Taxonomy with gifted students. It is suggested to implement the top three levels with these students (analysis, synthesis, and evaluation).
- "Incorporate multiple intelligences into your lessons."
- Have learning centers based on Bloom's Taxonomy set up in your room to encourage students to work at their own pace.
- Create leveled assignments and outcomes. Have different levels and outcomes that will allow students to work on same material yet at their own ability.

### **More Strategies for Teaching Gifted Students**

Quoted from the National Association for Gifted Children:

<http://www.nagc.org/>

- Posing open-ended questions that require higher-level thinking
- Modeling thinking strategies, such as decisionmaking and evaluation
- Accepting ideas and suggestions from students and expanding on them
- Facilitating original and independent problems and solutions
- Helping students identify rules, principles, and relationships
- Taking time to explain the nature of errors
- Establishing high standards
- Making curriculum modifications
- Finding mentors for students

- Encouraging independent investigations and projects
- Creating flexible instructional groups

## **Is Giftedness a Genetic Trait & What's Going on in the Gifted Child's Brain?**

Several studies state that it is believed that giftedness is in fact genetic. The environment of a child may have some influence on IQ although not as significant as genetics. A child's IQ will be within a correlation of 0.8 of their parent's when they grow up. How are gifted people's brains different?

"There have been suggestions that gifted children may have greater specialisation in brain areas that control motor behaviour and increased communication between the left and right sides of the brain. Indeed, many gifted children have a tendency to be ambidextrous. But so do many non gifted children.

In the cases of motor skills in gifted young athletes and musicians, it's a case of "which came first, the chicken or the egg?" Were they born with greater skills than most, or did they develop them with intense practice? Child prodigies with amazing mathematical capabilities are known as human "calculators". They can perform phenomenal tasks like multiplying 30 digit numbers in their heads. Recent studies of MRI scans of the brains of such individuals have apparently shown six to seven times the typical blood flow to parts of the brain observed to be active during mathematical operations".

"ACKNOWLEDGING THAT STUDENTS LEARN AT DIFFERENT SPEEDS AND THAT THEY DIFFER WIDELY IN THEIR ABILITY TO THINK ABSTRACTLY OR UNDERSTAND COMPLEX IDEAS IS LIKE ACKNOWLEDGING THAT STUDENTS AT ANY GIVEN AGE AREN'T ALL THE SAME HEIGHT: IT IS NOT A STATEMENT OF WORTH, BUT OF REALITY."

## What are some of the signs of giftedness?

### Profile of typical able underachievers

- Large gap between oral and written work
- Failure to complete school work
- Lack of interest in school work
- Poor execution of work
- Persistent dissatisfaction with achievements
- Avoidance of trying new activities
- Does not function well in groups
- Lacks concentration
- Poor attitudes to school
- Dislikes drill and memorization
- Difficulties with peers
- Low self-image
- Sets unrealistic goals

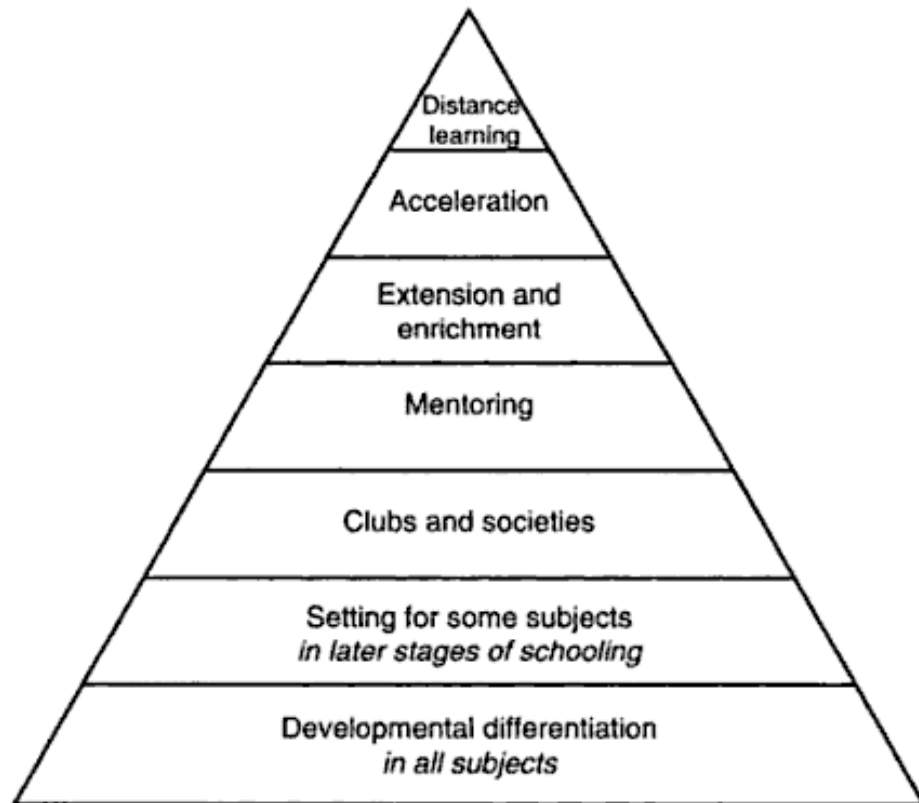


Figure 11.1 The seven types of gifted education provision that should be available every school

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