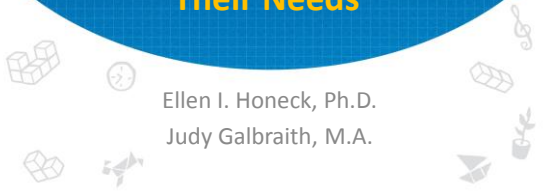


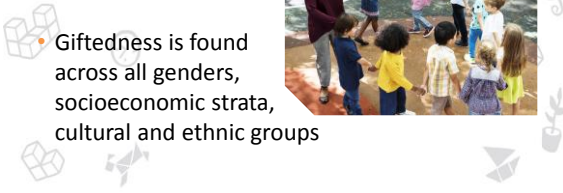
Teaching Young Gifted Children: The Whats, Whys, and How-Tos for Supporting Their Needs

Ellen I. Honeck, Ph.D.
Judy Galbraith, M.A.



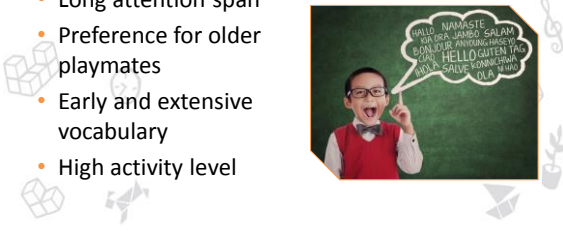
What Is Giftedness?

- 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

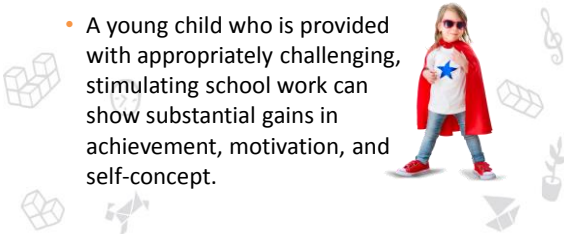




Giftedness is like a symphony . . .
both encompass a spectrum
of qualities.

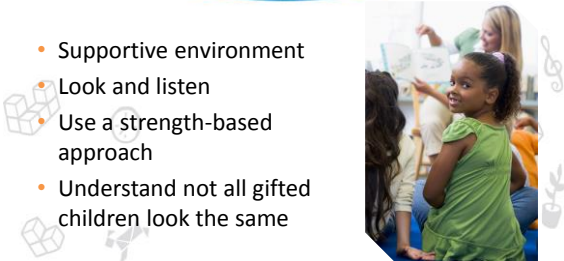
Recognize Strengths and Interests

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

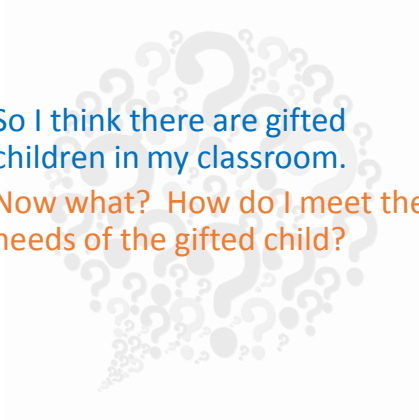


Diverse Populations

- 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?

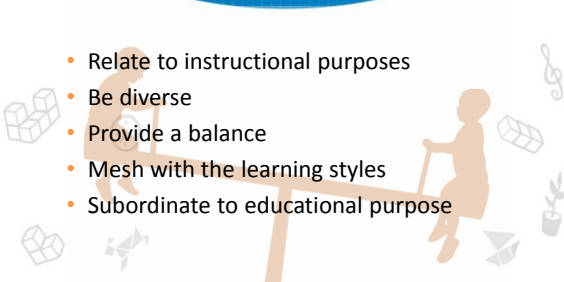


Utilize a wide variety of differentiation and instructional strategies



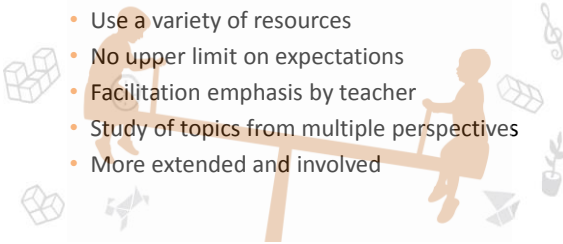
Selecting Differentiation Strategies

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



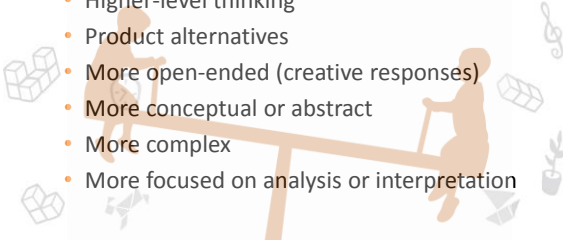
Quality Differentiation

- 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



Environmental Strategies

- Value the competencies of the young child
- Appreciate and enjoy the uniqueness
- Become listeners



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



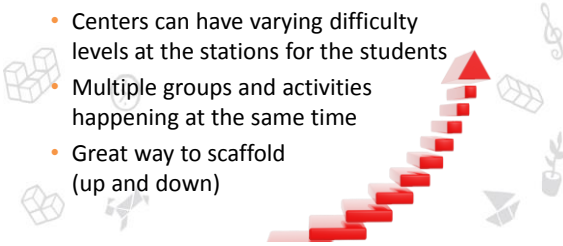
Specific Content Strategies

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



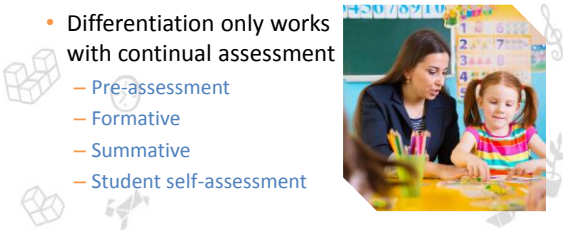
Tiered Lessons

- 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



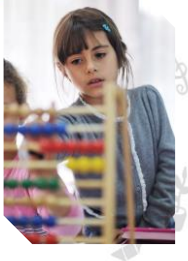
Specific Process Strategies

- Pacing



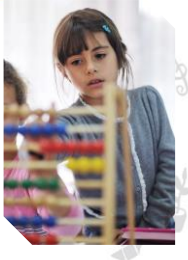
Specific Process Strategies

- Pacing
- Inquiry and discovery



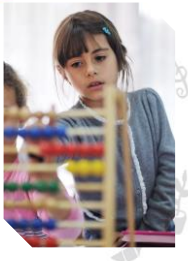
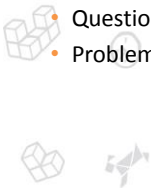
Specific Process Strategies

- Pacing
- Inquiry and discovery
- Questioning techniques



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



Specific Process Strategies

- Pacing
- Inquiry and discovery
- Questioning techniques
- Problem solving
- Problem-based learning
- Learning opportunities for multiple forms of intelligence



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



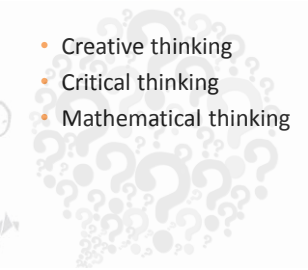
Tic-Tac-Toe Menu

- 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

• Goals

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

Creative Thinking Taxonomy

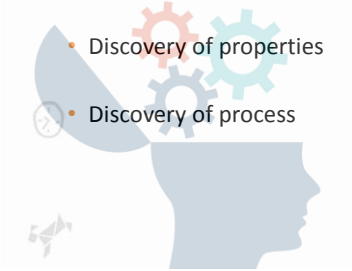
- Fluency
- Flexibility
- Originality
- Elaboration
- Evaluation

Adapted from E. Paul Torrance, *The Search for Satori and Creativity*, Buffalo, NY: Creative Education Foundation, 1979. Used with permission of E. Paul Torrance.

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

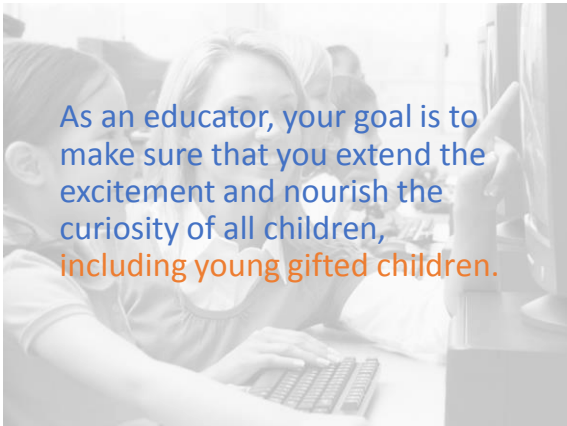


- Discovery of properties
- Discovery of process

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



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