

The background of the slide is an abstract, artistic composition of flowing, translucent blue lines and shapes. These lines are layered and curved, creating a sense of movement and depth, reminiscent of smoke or liquid in motion. The colors range from light, airy blues to deeper, more saturated tones, with some areas appearing darker due to the overlapping layers. The overall effect is ethereal and dynamic.

Gifted children

Liliane Verlinden

Overview

Part 1

- **Misunderstandings**
- **Giftedness COGNITION and BEING**

Part 2

- **Gifted children at school**
 - Primary school**
 - Secondary school**
 - Working with gifted children**

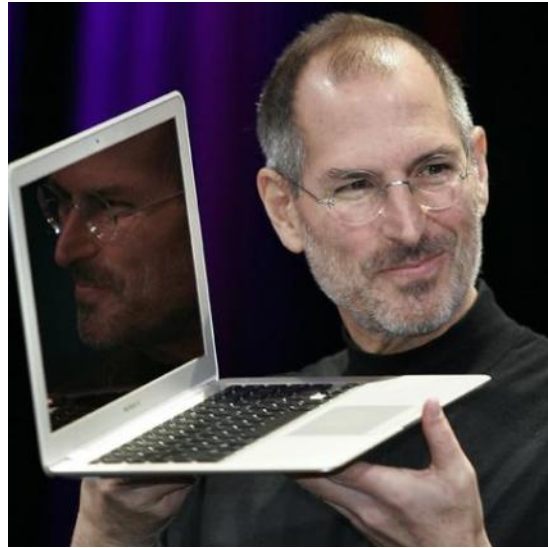
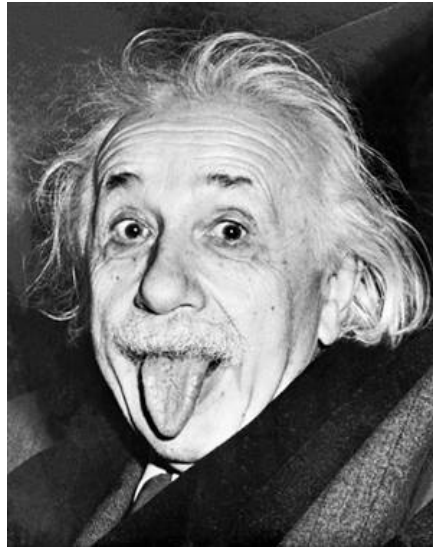
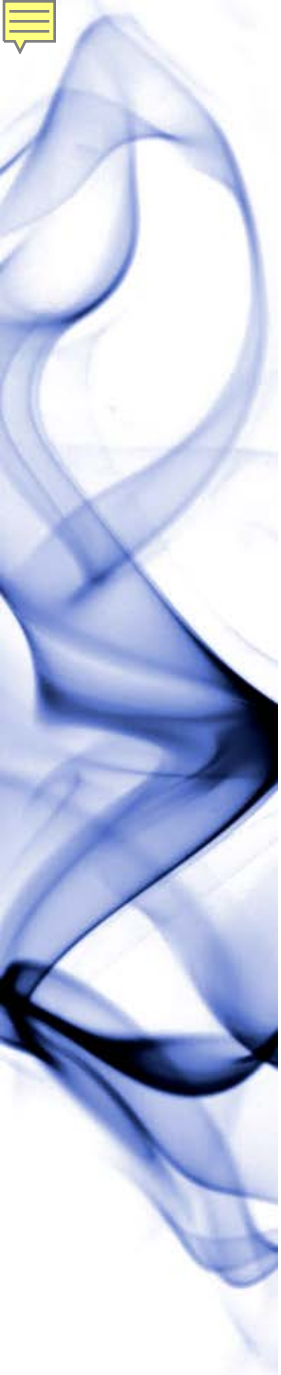


Misunderstandings

**‘Being highly gifted is a blessing,
not a problem’**

Being gifted is associated with a successful (school) life, a brilliant career, making a lot of money and happiness

The reality is quite different: finishing secondary school is not evident,
→ Gifted children are likely to fail as to succeed!



Extremely successful people exist

Media show often extreme examples (genius or drop-out)

Reality : often low self-esteem, little confidence, psychological problems, underachievement ...



More misunderstandings

Parents are pushing the child, they want it to be highly gifted

Gifted ? Perhaps but I don't see any of these so called specific capacities/characteristics!

The background of the slide is a white surface with intricate, flowing, and overlapping blue patterns that resemble smoke or liquid waves. These patterns are semi-transparent and create a sense of movement and depth. The text is centered over this background.

Giftedness
A brief description

The cognition level



DIAGNOSIS : IQ test

Asked by parents or school

**Testing done after consulting parents,
school (questionary)**

**Testing, results and evaluation by
multidisciplinary team**

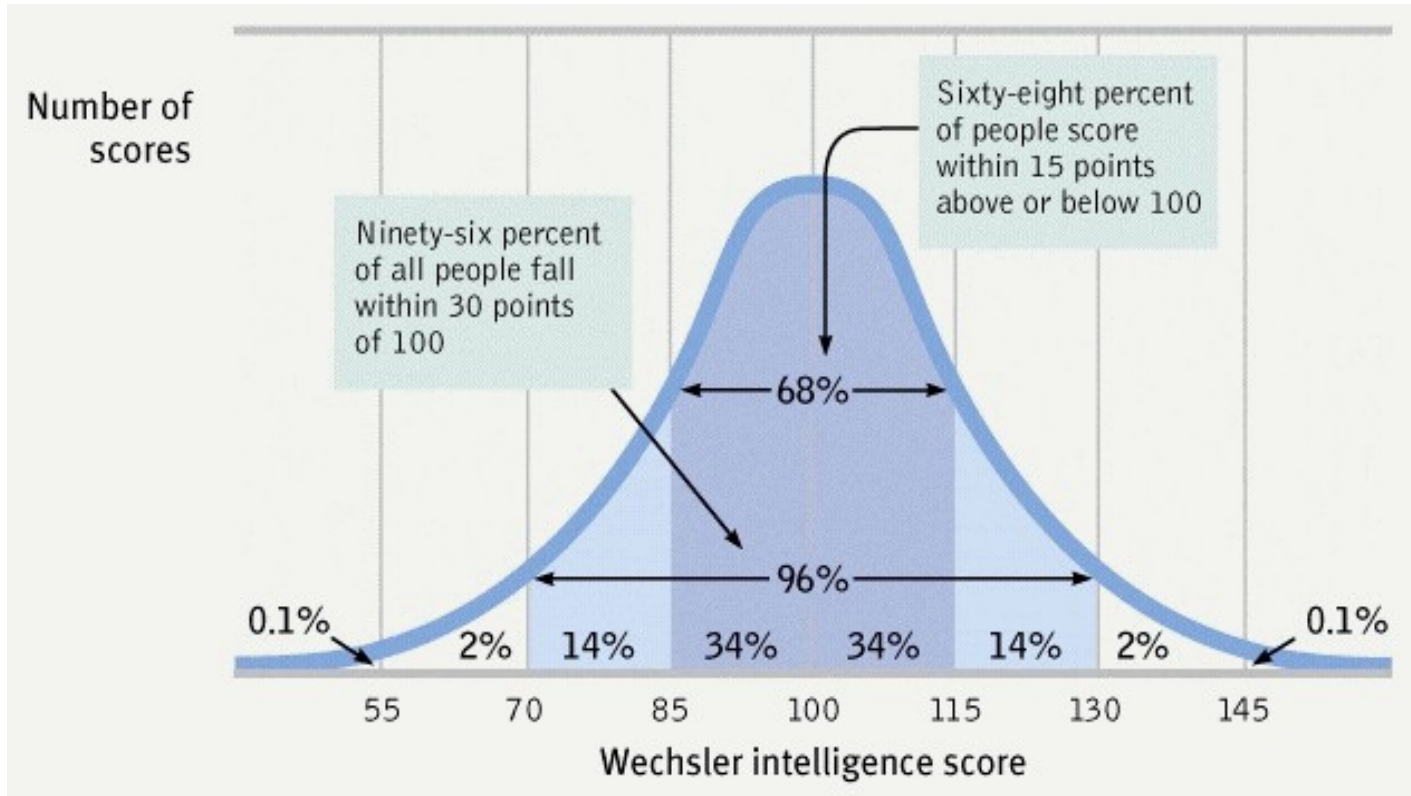
**Scientific testing in 13 different areas
(verbal IQ / performant IQ)**

Final score : 130 or beyond

Grey zone !

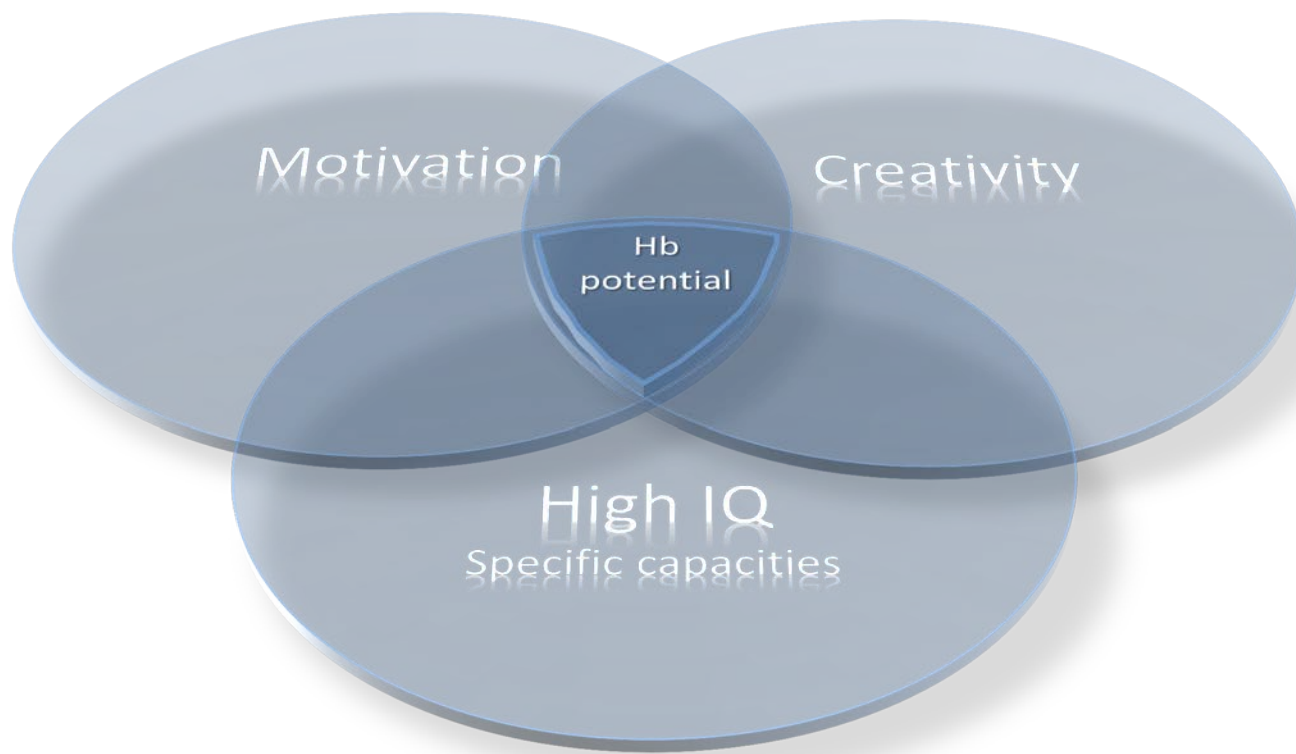
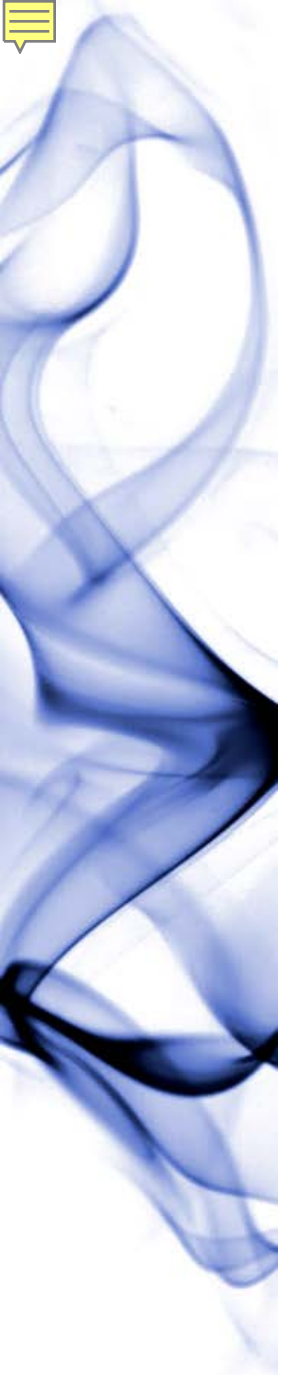
***No way back: the giftedness
can't be denied***

Help ! I'm highly gifted

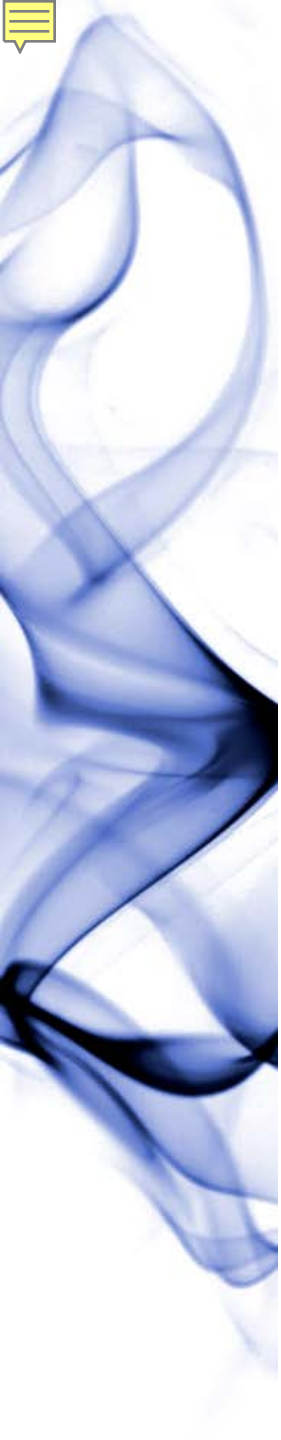


IQ 130 : 2% of people

Above 130 : % decreases with every point on the IQ scale



**The Three-Ring Conception of Giftedness
Renzulli 1975**



HIGH IQ

Specific capacities (see characteristics)

MOTIVATION

Extreme focus

High working and concentration span

Highly interested in specific topics

CREATIVITY:

Divergent thinking = problem solving in an creative, original way
Strategical working methods



Characteristics

- Rapid learners, put thoughts together rapidly
- Learn basic skills rapidly with little practice
- Excellent memory
- Thinking is abstract, complex, logical and insightful
- Enjoy solving problems especially with numbers and puzzles
- Highly developed curiosity
- Wide range of interests or extreme focus in one area
-

The background of the slide is an abstract, flowing pattern of translucent blue and white, resembling smoke or liquid in motion. The colors are vibrant and layered, creating a sense of depth and movement. The text is overlaid on this background in a bold, blue, sans-serif font.

The notion of 'potential'

**There is no guarantee this potential
will achieve
the highest possible level**

Efforts and challenges required !!



Further research

The importance of surrounding groups

Family – Peers - School

Third persons

Multi-factor model

Mönks 1985



Synthesis and extension

The Munich Model of Giftedness (MMG)
as an example of
multidimensional, typological conceptions
(Heller et al. 1992)

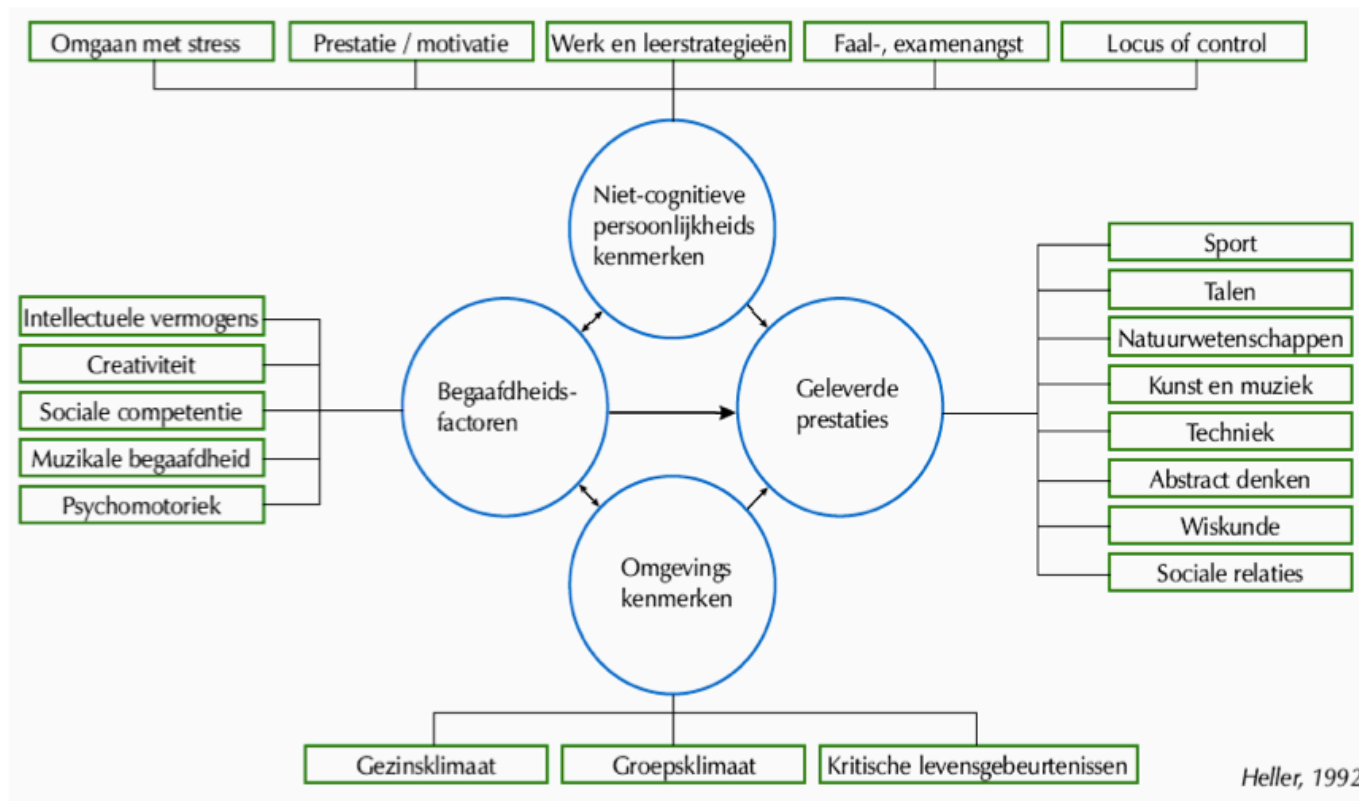
→ Gardner's multiple intelligence (8)

→ Notion of 'critical life experience'

Heller

The Munich Model of Giftedness (MMG) as an example of multidimensional, typological conceptions (Heller et al. 1992)

→ English version of figure in *Psychologie Science*, Volume 46, 2004 (3), p304





**The most critical life experience
for gifted children is
feeling and realising they are
DIFFERENT**

- **confused, anxious, sad, angry**
- **a lot of questions or isolating themselves**
- **how to manage ? how to be part of the group ...**



Higly giftedness: a brief description

The level of being



Characteristics

- Perfectionism
- High sense of justice at an early age
- Highly sensitive
- Critical mindset
- Advanced moral development
- Keen and/or unusual sense of humor
- Importance of friendship



Perfectionism

- A very high achievement point for themselves
 - *performances are never good enough*
 - *don't allow themselves to make mistakes*
 - *avoid difficult assignments*
 - no 'trial and error' /working methods acquired!*
 - *often resulting in an enormous fear of failing*



Justice

- Discussions about
honesty, what is fair or not, promises
- Same situation, same circumstances
same reaction/punishment
- Express their thoughts towards superiors
at home, at school, at work
- Interests in social, political, moral issues
→ *want a better world*



Highly sensitive

- Deep and intense experiences
 - e.g. awareness of danger and risks
- Higher emotional intelligence
 - different approach of a problem, considering various aspects from different angles
- Relational skills
 - quick detection when someone is insecure, unstable

VULNERABLE HUMAN BEINGS



Critical mindset

- Critical remarks/arguments
 - not always appreciated 😞
- Asking probing questions
 - insist on thinking more deeply about issues
 - appreciate telling them the truth
- Reflect on attitudes and behaviours
 - can be intimidating, menacing
 - sometimes considered as arrogant

RISK OF ISOLATION



Consideration about friendship

- Difficult to find/make friends
- Friendship is a serious thing
 - Reflect on it like adults do

DECEPTION

DEEP SADNESS



Part 2 Gifted children at school

- Recognition and understanding of giftedness
- Stopping the prejudices
- Sensibilising the staff
- Creating possibilities according to their (individual) talents

Primary school



COMFORTZONE

Small efforts for good results

No need to 'study'

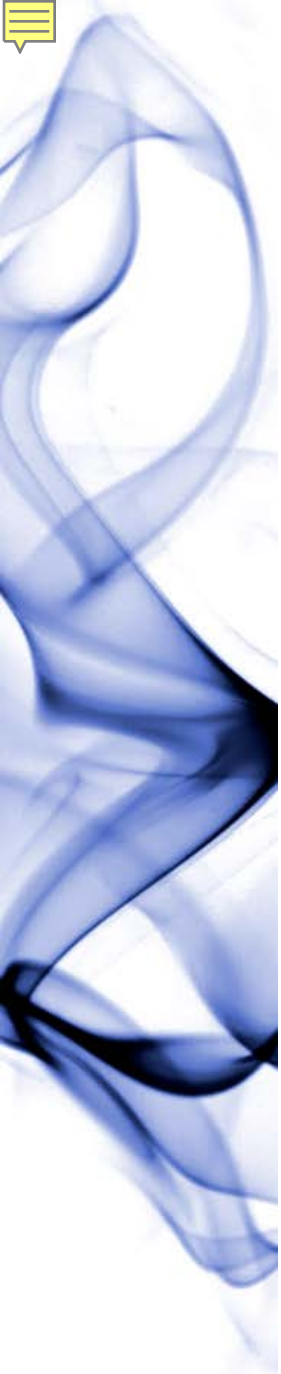
No 'trial and error'

No working methods



Specific characteristics

- Unusual large vocabulary and complex sentence structure
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Often self –taught reading and writing skills as a preschooler



Secondary school

Innate learning hunger

Great expectations

→The teacher is the expert !

BUT

- Rythm too slow
- Too much rehearsals
- First signs of demotivation
- First signs of underachievement



Quote

“Being in a classroom is as living in a prison, the only missing thing are the barriers”

Kobe, 12 years old



Working with gifted children at school

Individualisation

Differentiation



Individualisation

- Each gifted child is differently gifted
- Supporting/challenging them according to their individual talents and skills



Differentiation

- Inside the classroom
 - *'curriculum compacting'*
- Outside the classroom
 - *independant learning*
 - *working with peers*
 - *working on projects*

'Curriculum compacting'

BASICS : obligatory !

- 1. Need less instructions, less rehearsals**
- 2. Diagnostical pretest : what is already acquired?**
- 3. Compacting the basics**



'Curriculum compacting'

INCREASING DIFFICULTY LEVEL : obligatory!

- 1. Good working attitude and working span are essential**
→ getting them out of their 'comfortzone'!
- 2. Learning to fail**
→ to improve
- 3. Specific assignments**
→ books and programs available



'Curriculum compacting

EXTRA ASSIGNMENTS

- making an intelligent game
- practicing the theory
- preparing a presentation
- building a construction
-

EVALUATION



Differentiation outside the classroom

WORKING WITH PEERS

- Discussion groups
 - social/political issues
- Philosophical items
 - ethical issues
 - meta thinking
- Working on projects

EVALUATION

Mentoring is necessary!

Skipping one year

A difficult decision

A multidisciplinary decision

Sometimes inevitable

Effects

On the short term

On the long term



Rome wasn't build in 1 day...

Step by step

What is needed ?

What is possible ?

Building up a team

Coordination

Follow up

Evaluation

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Working with gifted children is
quite demanding
but also fascinating !