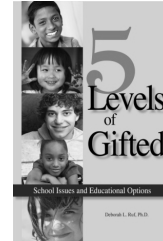
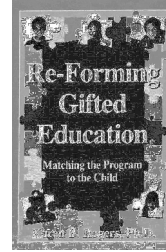
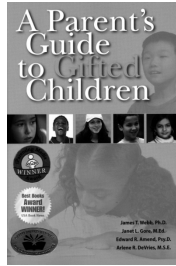


# Finding Gifted Children: Gifted Behaviors In and Out of the Classroom

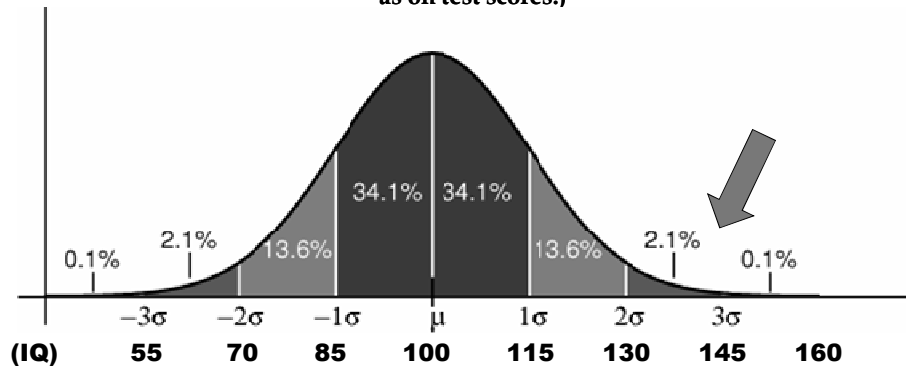
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## Estimating Potential

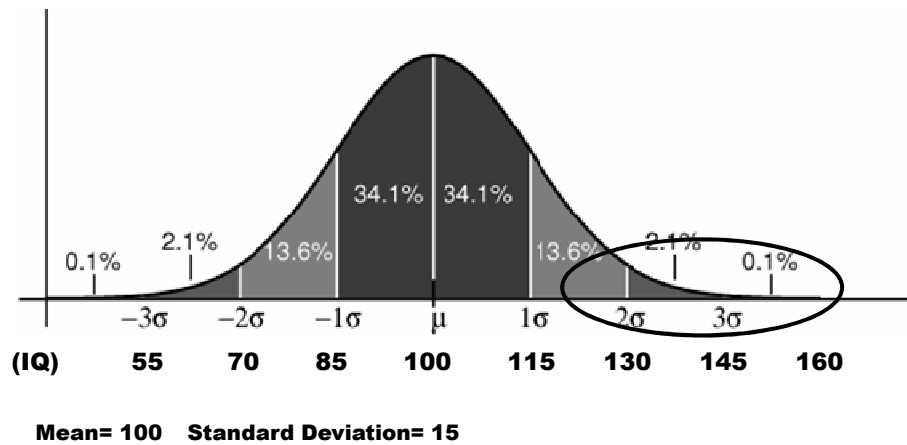
Most schools focus on Intellectual and Academic Giftedness and try to estimate potential in these areas using tests.

(Tests are simply shorthand attempts to measure what we could observe, if we had enough time and the proper settings. We need to focus on behaviors as much as on test scores.)



Mean= 100 Standard Deviation= 15

**Most schools have used the upper 3-5% (2 standard deviations above the mean). Now there is good reason to broaden this to consider the upper 10% (1.5 standard deviations above the mean).**



3

## Average IQ Scores of Selected Groups

- IQ of 130 – Research scientists, professors, senior executives
- IQ of 120 – Persons graduating from college
- IQ of 110 – Persons graduating from high school
- IQ of 100 – Average of total populations
- IQ of 70 – Mildly mentally retarded
- IQ of 55 – Moderately mentally retarded

4

## **How Much of Intelligence Is Innate, and How Much is Developed?**

- **Fluid (inborn potential) vs. Crystallized (acquired) Intelligence (Cattell, 1967)**
- **Mystery vs. Mastery Views of Gifted Education (Matthews & Foster, 2009)**
- **Genetics effects differ depending on environment. (Nisbett, 2009)**
  - **Effect is about 10% genetic in poor families**
  - **About 50% genetic in more enriched settings**
- **Slight genetic advantages can result in substantial IQ and achievement advantages because of the way the influence the experiences a child has. (Nisbett, 2009)**
- **Improving the environment of children born into poor families can have a big effect on intelligence and achievement, perhaps as much as 18 IQ points. (Nisbett, 2009)**
- **Research indicates the importance of practice (10 years or 10,000 hours) to be an expert. (Ericsson, 1996)**
- **Deliberate practice enhances myelin connections leading to expert performance. (Coyle, 2009)**

5

## **New Definition of Gifted Proposed to the National Association of Gifted Children**

- **For the past year, a Blue Ribbon nationwide committee has pondered a definition.**
- **The following has been submitted to the NAGC Board of Directors.**
- **Here is a basic definition, followed by:**
  - **Implications for educators**
  - **Barriers to attainment**
  - **Relevance for adulthood**
  - **Implications for policy makers**

6

## **Definition Proposed to NAGC: Basic Definition – Part I**

- **Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains.**
- **Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports).**
- **The development of ability or talent is a lifelong process. It can be evident in young children as exceptional performance on tests and/or other measures of ability or as a rapid rate of learning, compared to other students of the same age, or in actual achievement in a domain, but as individuals progress through childhood to adolescence, achievement and high levels of motivation in the domain become the primary characteristics of their giftedness.**
- **Various factors can either enhance or inhibit the development and expression of abilities.**

7

## **Frequent Characteristics of High Potential/Gifted/Talented Children**

- **Unusually large vocabularies**
- **Complex sentence structures**
- **Greater comprehension of language nuances**
- **Longer attention span, persistence**
- **Intensity of feelings and actions**
- **Wide range of interests**
- **Strong curiosity; limitless questions**
- **Like to experiment; puts ideas or things together in unusual ways**

## Frequent Characteristics of High Potential/Gifted/Talented Children

(continued)

- Learn basic skills quickly and with less practice than peers
- Largely self-taught reading and writing skills as preschoolers
- Unusually good memory; retain information
- Unusual sense of humor; may use puns
- Like to organize people and things, and typically devise complex games
- Imaginary playmates (as preschoolers)

## Gifted Behaviors Appear in Many Forms

- Intellectual (32%)



- Academic (50%)




- Creative (6%)



- Leadership (4%)

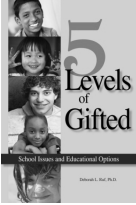
- Visual or Performing Arts (8%)







## Level of Giftedness



Ruf (2003)

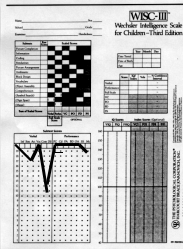


Levels of Giftedness	Approximate Score Range	Descriptive Designation
Level One	120 -129	Moderately Gifted 120-124/Gifted 125-129
Level Two	130-135	Highly Gifted
Level Three	136-140	Exceptionally Gifted
Level Four	141+	Exceptionally to Profoundly Gifted
Level Five	141+	Exceptionally to Profoundly Gifted

## Other Factors

- **Asynchronous Gifted (Internal diversity/asynchrony) (50%)**
- **Male/Female (50%/50%)** 
- **Introverted/Extroverted (60%/40%)** 



## Ethnicity and Economic Level

### Ethnicity and Economic Opportunities Influence How Giftedness Is Expressed

#### ➤ Cultural-Ethnic

- Caucasian – 70%
- Asian – 4%
- Hispanic – 13%
- Black – 13%



#### ➤ Economic Level

- Poverty level – 10%
- Working Class – 48%
- Middle Class – 40%
- Upper Class – 2%



## Twice-Exceptional

### Many gifted children also have co-existing conditions that influence their behaviors:

- Asperger's Disorder
- ADHD
- Oppositional Defiant Disorder
- Allergies
- Hypoglycemia
- Physical Disorders (e.g., Cerebral Palsy; Vision or Hearing Impairments)



## Learning/Thinking Styles Influence Gifted Behaviors

### Auditory-Sequential

- Prefers verbal explanations; uses language to remember
- Processes information sequentially; deals with one task at a time
- Produces ideas logically; prefers analyzing activities
- Prefers concrete thinking tasks; likes structured experiences
- Prefers proper working materials and proper settings for working
- Prefers to learn facts and details
- Approaches problems seriously

### Visual-Spatial

- Prefers visual explanations; uses images to remember
- Processes information holistically; deals with several tasks at a time
- Produces ideas intuitively; prefers synthesizing activities
- Prefers abstract thinking tasks; likes open, fluid experiences
- Improvises with materials available; creates own structure
- Prefers to gain general overview
- Approaches problems playfully

## Four Categories of Gifted Children

(Drews, 1963. *The Four Faces of Able Adolescents*)

- High Achievers



- Social Leaders



- Creative Intellectuals



- Nonconformist Rebels



## **Four Categories of Gifted Children**

(Drews, 1963. *The Four Faces of Able Adolescents*)

### **High Achievers**

- **Studious rule followers**
- **Hard workers**
- **Precise about correctness**
- **Usually considered the “brains”**
- **May, or may not, be popular with the other students**
- **Teachers often like these students**



## **Four Categories of Gifted Children**

(Drews, 1963. *The Four Faces of Able Adolescents*)

### **Social Leaders**

- **Popular with nearly all teachers and students**
- **Live by, and usually set, peer group set standards and values**
- **Usually are the leads in plays, captains of academic and athletic teams, quarterbacks, and cheerleaders**



## Four Categories of Gifted Children

(Drews, 1963. *The Four Faces of Able Adolescents*)

### Creative Intellectuals



- Individualistic
- Unconforming (sometimes non-conforming)
- Seldom are leaders
- Often consider ideas more important than people
- Their independence makes them popular with some, but not with others
- They have a process orientation, a wild imagination, and a zany sense of humor
- Usually get lower grades than achievers and leaders, but score high on achievement tests
- Teachers do not know how to take these students, but some teachers like these students the most

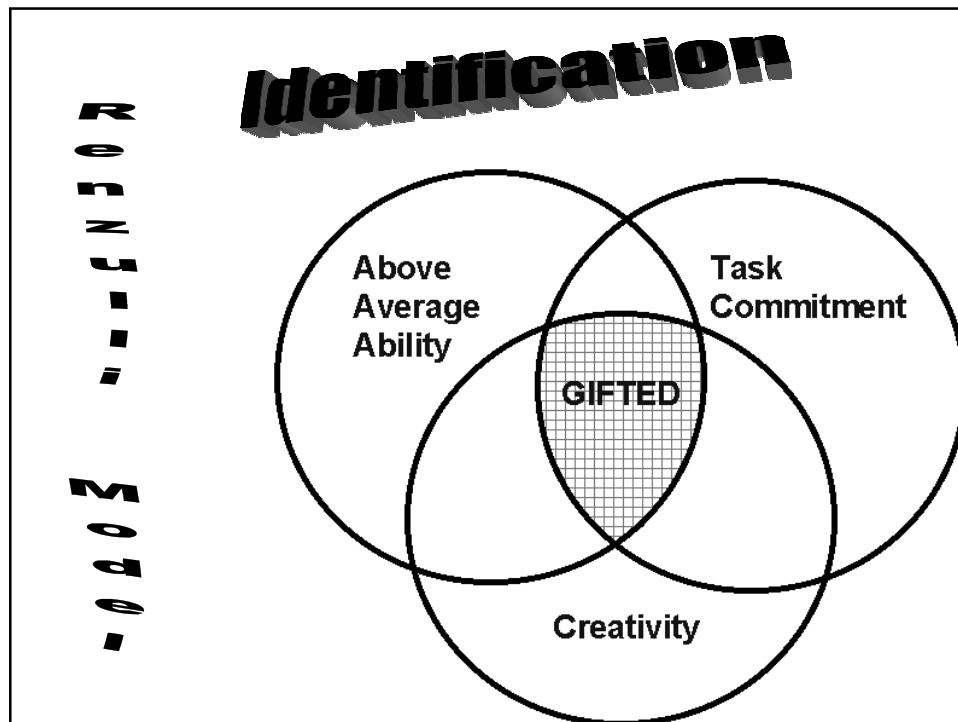
## Four Categories of Gifted Children

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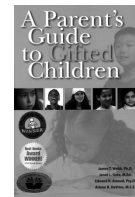
### Non-conformist Rebels



- Very low achievers, though usually quite brilliant
- Sometimes from a minority group or low socioeconomic status
- Often very difficult to obtain their cooperation in a learning setting
- Many more dropouts come from this group, due to lack of teacher preparation in this area and the inability of mass education systems to respond to these students' special needs
- As with *Creative Intellectuals*, teachers do not know how to respond to these youngsters
- Usually they are much less popular with teachers on the whole



## There Are Many Prevalent Myths about Gifted Children



- They are always academic achievers
- If children have high ability in one area, they are likely to have equally high abilities in other areas
- The “regular” educational system typically meets their needs
- They can succeed without special help because they already have so much talent
- They are not aware of being different unless someone points it out to them
- They always will show their abilities in school and will want to emphasize them
- They enjoy serving as “models” and “examples” for other children
- They only live up to their potential if adults constantly push them
- Their emotional maturity is at the same level as their intellectual ability
- They are easy to parent, and families always value their special abilities
- They are no different from other children because all children are **gifted**

## **Gifted Children May Not Be Served Because:**

- **We fail to consider that "gifted" is a heterogeneous group**
- **We identify only High Achievers and Social Leaders**
- **Parents believe that bright children will always make good grades, and that you are not gifted if you do not**
- **Classrooms are organized by heterogeneous grouping; cooperative learning is emphasized**
- **Little instruction at an advanced level because of "No Child Left Behind" frustrates many children**
- **The intensity and sensitivity of gifted children is expressed in ways that do not fit with "the system"**
- **The very characteristics that are part of being "gifted" are often not valued and may actually be ridiculed**

## **Parents of Talented, Able Learners Are Extremely Important but Seldom Included**

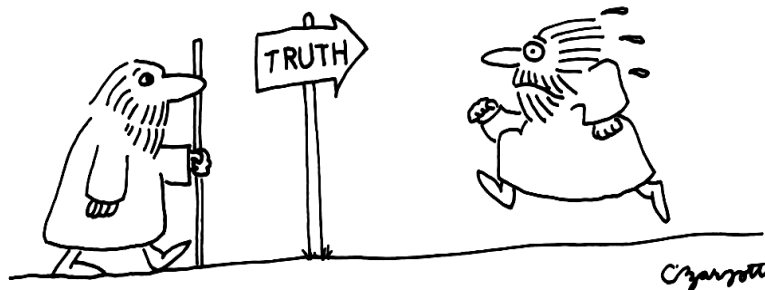
- **Research indicates that parents are extremely important, but seldom are included by schools.**
- **Schools seldom encourage gifted parent groups or invite parents to inservice training programs.**
- **Parents of gifted children have very few resources for information.**
- **Parents of gifted children are often criticized as exaggerating or being pushy.**
- **Because these parents often want exceptions in their child's educational plan, administrators avoid them.**

**Summary:  
Identifying and Serving Gifted Children Is  
Often Difficult Because**

- **There are many different types of gifted children.**
- **High ability and potential are not always easily apparent.**
- **Many factors can either facilitate or hinder a child's expression of talent and ability.**
- **Systems that support gifted children's education and development are often complex.**
- **Administration and teaching of gifted children, as a result, requires unusual skill and flexibility.**

25

**The Truth Is –  
Educating and Guiding Gifted Children Is  
Often Challenging**



26

# Finding Gifted Children: Gifted Behaviors In and Out of the Classroom

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