

Topic: Teaching Gifted Students

Teaching Gifted Students

Gifted children have an exceptional ability to reason and learn. Their competence level is very high in one or more domains. In total their aptitude levels are very high. These domains could be mathematics ability, musical ability, language etc. It could even be painting, dancing, sports etc.

There are no reservation, benefits etc for this category of students (unlike physically challenged) but the schools are trying to help and promote the teaching learning activities of these students

Identifying Gifted Students

1. These children may in general have a high IQ, good in general knowledge, language, vocabulary, good at memorizing and excellent in abstract reasoning.
2. They score high in maths and science and generally score high in all of their achievements
3. These students are creative and synthesize new ideas by bringing together abstract, independent or dissimilar elements. They go into complex ways of thinking and like to experience things.
4. These are focused individuals having leadership qualities. They are self-confident, dominating and easily adapt to new situations.
5. The gifted students have special talents in art, music, dance, drama and similar studies
6. These students are good in movements (kinesthetic) such as in sports with strong practical, spatial and mechanical skills

Twice-Exceptional (2e) Students:

These students have above-average intelligence and are identified as having one (or more) disability. They may have inconsistency in test results and overall performance.

Bracamonte explains, “2e students typically perform at very high levels on some, but not all, of the gifted screening tests used by public schools. On the other hand, they tend to simultaneously perform very poorly on one or more of the local, state, or national standardized assessments used to measure individual student progress.”

These students are found having a difference in

- expected and actual achievement
- outstanding talent or ability and
- evidence of a processing deficit

Equal Rights and policies

These students have extraordinary talents and can achieve more than a normal class can give. Therefore it is important to develop new policies supporting gifted education, ensure adequate funding for their educational growth and research work etc. if any, and monitor the positive progress in such students.

Gifted and Talented children activities for enhancement and upgrading-using their abilities and talents

1. it is the responsibility of classroom teachers to both identify and serve gifted and talented students.
2. Additional and higher level of work should be planned by the teacher for his enrichment because the student attends and is present in the general class.
3. As in the past double promotion was given to certain students. This should be encouraged for such students with abilities and preparedness of an advance level. This may include skipping grades or completing curriculum in a shorter amount of time.
4. Special classes should be conducted for such students after class
5. Gifted students can be encouraged to learn and be taught specially in the subject they are excellent
6. The priority of the teacher, once she recognizes the innate ability and talent of the student is to plan and prepare project extra topics, complex instruction or refer them for assessment and related services to understand their level.
7. All teachers should plan the curriculum strategies, teaching learning strategies to enhance the high ability of the students

Role of the Teacher Teaching Gifted Students

This means those teachers who would want to teach students who enjoy creative and academic challenges.

In our country we have courses for the physically challenged- but for the gifted? Many schools administration ask the teachers for the names and number of gifted children. But these are based on the achievement of class results. Whatever extra work that these teachers do for the gifted, is not asked for- nor recorded.

There are a number of schools abroad offering coursework, certification and degree programs in gifted education like The National Association for Gifted Children (NAGC)

1. All teachers should understand the issues in definitions, theories and identification of gifted and talented students, including those from diverse backgrounds.
2. All teachers should recognize learning differences, developmental milestones and cognitive/affective characteristics of gifted and talented students

3. All such students come from including those from diverse/different backgrounds, and it is important for the teacher to identify their related academic and social-emotional needs.
4. Teachers should understand, plan different strategies to assess gifted and talented students,
5. They must know how to differentiate instruction, content and assignments for them (including use of higher-order critical and creative-thinking skills)
6. They should also assess them and know when to nominate them for advanced programs or projects.

(Please refer to the websites for topics on “teaching Gifted Students”

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