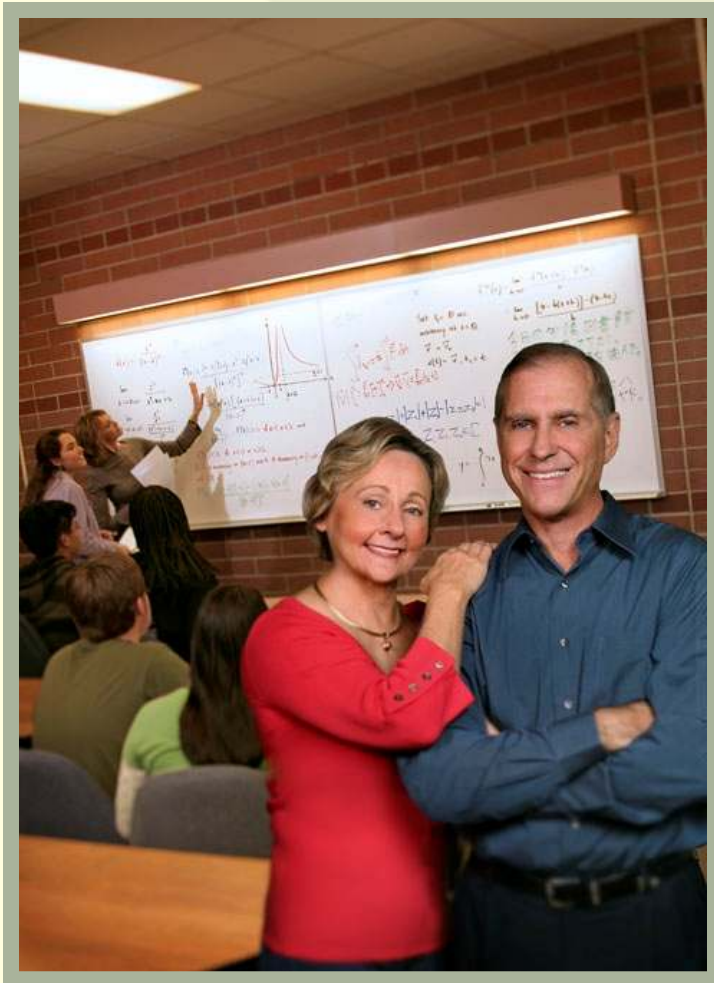


# Davidson Institute *for Talent Development*



# History of Davidson Institute for Talent Development



- In 1999, philanthropists Bob and Jan Davidson founded the Davidson Institute for Talent Development, a national nonprofit.
- The mission of the Davidson Institute for Talent Development is to recognize, nurture and support profoundly intelligent young people and to provide opportunities for them to develop their talents to make a positive difference.

# DITD Programs and Services

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- Young Scholars Program
- The Davidson Academy
- Educators Guild
- Davidson Fellows
- THINK Summer Institute
- The Davidson Gifted Database

# Young Scholars Program

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A *free* nationwide program for profoundly gifted youth ages 5-18

- Consulting Services
  - Academic Support and Educational Advocacy
  - Talent Development
  - Child and Adolescent Development
- Online Community
  - Seminars
  - eLists
  - Private website
- YS Summit

[www.davidsongifted.org](http://www.davidsongifted.org)

# The Davidson Academy of Nevada

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*A free* public school serving profoundly gifted students

- A personalized learning plan that will allow each student to be appropriately challenged, enabling him/her to proceed through the curriculum at a pace and depth consistent with the student's knowledge and motivation
- Applicants must be performing at an advanced middle school level

# Educators Guild

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*Free* services to educators and other professionals involved in meeting the unique academic needs of gifted students

- Members have access to:
  - An Online Community
  - Consulting Services
  - Posts and Newsletters

[www.davidsongifted.org/edguild/](http://www.davidsongifted.org/edguild/)

# Davidson Fellows

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A scholarship program established in 2001

- Each year, Fellows are awarded scholarships of \$50,000, \$25,000 or \$10,000 and are recognized for their achievements at a special awards reception in Washington, D.C.
- Applicants must submit a detailed project or portfolio that is considered a significant piece of work
- Submission categories include: Science, Technology, Mathematics, Music, Literature, Philosophy, and Outside the Box

[www.davidsongifted.org/fellows/](http://www.davidsongifted.org/fellows/)

# THINK Summer Institute

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## Three-week residential summer program

- A unique college experience for highly gifted students
  - offering 60 exceptionally gifted 13 -16 year-old students the opportunity to earn six transferable college credits
- 2010 course offerings include:
  - Philosophy
  - Computer Science
  - Statistics
  - Kinesiology
  - Nanotechnology
  - Brain Development and Learning

[www.davidsongifted.org/think/](http://www.davidsongifted.org/think/)

# Davidson Gifted Database

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The largest online database for gifted education

- Resources for the gifted and talented
- Online library
- Gifted Education State Policy Database
- Events, news & discussion forums

[www.davidsongifted.org/db/](http://www.davidsongifted.org/db/)

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# Identification and Levels of Giftedness

# Identification

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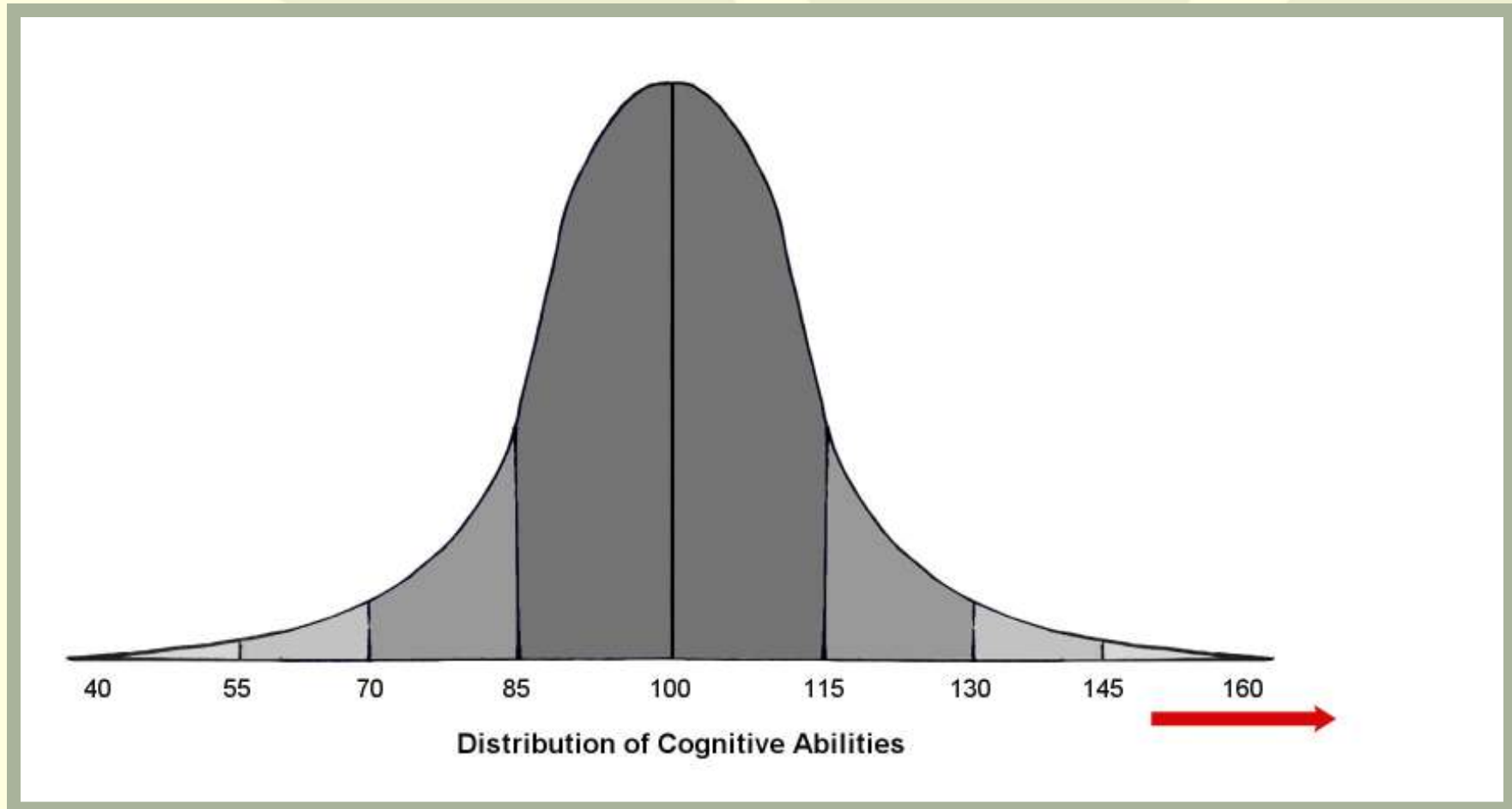
- Individually Administered Tests
  - IQ Test
    - Stanford Binet
    - Wechsler Intelligence
  - Achievement Test
    - Wechsler
    - Woodcock Johnson

# Other Methods

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- Group Administered Tests
  - ACT/SAT/EXPLORE
- Observation
- Portfolio
- Teacher/Parent Survey

# Bell Curve of Cognitive Abilities



Thus, a teacher who teaches 30 students in a career of 25 years, has the chance of having a child like this once, which is one of the reasons why this population is so misunderstood.



# Generalization of Giftedness

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- Struggling Student - IQ of **70-100**
- Average Student - IQ of **100**
- Moderately Gifted Student - IQ of **130**
- Highly Gifted Student - IQ of **131-145**
- Profoundly Gifted - IQ of **145 & Above**  
(99.9%)

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**IQ 145+ vs. IQ 100**

**=**

**IQ 100 vs. IQ 70**

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We readily acknowledge distinguishable levels of talent among young people gifted in sports, athletics, music, or dance, etc.

**Why not intellect?**

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# **Academic Characteristics**

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**“I’m bored...”**



# Characteristics

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Need for constant mental stimulation

- Extraordinary Processing Speed
- Explore subjects in surprising depth
- Insatiable Curiosity

Underachievement

# Extraordinary Processing Speed

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Have an ability to learn and process complex information quickly, and perceive patterns and form connections.

**Example:** While it may take a typically developing child three weeks to master a math concept, a gifted child may only take one class period.

# How it looks in the classroom

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- They prefer in-depth or fast learning compared to “drill and kill” or typical scope and sequence curriculum.
- They tend to demonstrate a photographic memory.
- They think abstractly.
- It is likely to show up across the board; however, for some students it may be true for single subjects.
- Because they move so quickly, educators often worry about students missing material or developing gaps in their learning.

# Exploring Topics in Surprising Depth

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Gifted students want to know the what, why, and how of topics of interest.

**Example:** Nuclear fission...

# How it looks in the classroom

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- They focus intently on a subject of interest for long periods of time.
- May ask to go to the library, use the Internet, or use encyclopedias.
- Have a difficult time transitioning to a different subject if they are working on something of interest
- Turn in work high above grade level in one subject but sloppy in another.
- Gloss over details in some subjects.
- Exhaust topic and move onto new one.

# Insatiable Curiosity

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Gifted students constantly explore new ideas and topics; often at levels above their chronological age mates.

**Example:** While students in 2<sup>nd</sup> grade are learning the names of the planets, your gifted student may be researching black holes.

# How it looks in the classroom

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- They ask endless questions and often answer questions with “that depends...”
- Always have their hand up and can be high maintenance.
- Challenging you, asking hard questions, they aren’t challenging authority but they want to know.

# Underachievement

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Underachievement occurs when a child's performance is below what is expected based on the child's ability.

**Example:** A child is working at a 3<sup>rd</sup> grade level with the rest of class, but has the ability to work at a 6<sup>th</sup> grade level.

# How it may look in the classroom

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- Low self-esteem.
- A consistent negative attitude toward school and learning.
- Resistance to take risks.
- Hesitance to apply one's self and persevere.
- Uncomfortable with competition.
- Lack of goal-directed behavior.
- Weaknesses in skill areas and/or organization.
- Disruptiveness, increased social isolation.
- Reluctance to class activities.
- They may not appear as the “star student” or showcase their true level of ability because they have difficulty completing dull and repetitive material.

# What Causes Underachievement?

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- Wanting to fit in, “dumbing down.”
- Fear of failure.
- Physical causes; hard of hearing, vision problems, illness.
- Unchallenging curriculum/understimulation.
- Situations outside of school; home, activities, relationships.
- Lack of support or feeling lack of support from parents or educators.
- Power struggles.

# Strategies to Reverse Underachievement

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- Create a teacher-parent collaboration.
- Examine the problem individually and create a plan.
  - Find what motivates them.
  - Start where they are with their interests.
  - Allow students to bypass assignments if they have previously shown competency.
  - Give students the opportunity to excel in their gifts.
  - Encourage attempts, not just successes.
- Rule out other factors including social and emotional reasons.

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# **Social and Emotional Characteristics**

# Characteristics

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- *Asynchrony*
- *Intensities*
- *Perfectionism*
- *Peer Relations*



# Asynchrony

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Discrepancy between cognitive, emotional, social, and physical development

**Example:** Fighting over the front seat...

# How it looks in the classroom

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- Intellectual reasoning may be years above chronological age, but socially/emotionally may be closer to age peers
- Social/emotional maturity can differ with the situation and participants
- A child who may be able to reason at a high level about moral issues, may not be able to resolve social situations maturely
- Having knowledge or ability to reason vs. making a good decision
- May label highly articulate child as behavior problem when exhibits age-appropriate tantrum.
- Gifted children may behave like adults one moment and very childlike the next.
- They'll be aware of the ultimate concerns early in life. They can include:
  - Death
  - Freedom
  - Isolation
  - Meaningless

# Intensities

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Innate tendency to respond in an intensified manner to various forms of stimuli both external and internal.

**Example:** What is worth doing, is worth doing to excess.

# How it looks in the classroom

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- Physical
  - Sight, smell, texture
- Emotional
  - Feelings, fears, anxiety, empathy
  - Existential depression
- Passion/Justice/Moral
  - Always want things to be right, argumentative, correcting others, very cognizant of things being fair

# Perfectionism

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Perfectionism is a combination of the desire to be perfect, the fear of not being perfect, and the sense that personal acceptance hinges on being perfect.

**Example:** Staying up late to redo a writing assignment that the teacher already said looked great.

# How it looks in the Classroom

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- **Behaviors:**
  - Over-commitment
  - Super sensitivity to criticism
  - Compulsive attention to detail
  - Procrastination
  - Writer's Block
  - Obsessive/Compulsive
- **Feelings:**
  - Disgust with oneself
  - Anger
  - Anxiety
  - Shame
  - Overwhelmed
  - Impatience/Frustration
- **Thoughts:**
  - "I'm never good enough."
  - "I'm only acceptable if I'm perfect."
  - "If I make a mistake, there's something wrong with me."

# Perfectionist vs. Healthy Striver

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## Perfectionist

- Sets standards beyond reach and reason
- Is never satisfied by anything less than perfection
- Becomes dysfunctionally depressed when experiences failure and disappointment
- Is preoccupied with fear of failure and disapproval --- this can deplete energy levels
- Sees mistakes as evidence of unworthiness
- Becomes overly defensive when criticized

## Healthy Striver

- Sets high standards, but just beyond reach
- Enjoys process as well as outcome
- Bounces back from failure and disappointment quickly and with energy
- Keeps normal anxiety and fear of failure and disapproval within bounds--- uses them to create energy
- Sees mistakes as opportunities for growth and learning
- Reacts positively to helpful criticism

# Peer Relations

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In the typical classroom the number of highly intelligent children may be limited, thus there may be few available peers who appreciate the same things they do.

**Example:** 6 year old telling a riddle to 7 year old;

Boy: What did one candle say to the other candle?

Girl: What?

Boy: Are you going out tonight? HAHHAHA

Girl: Just stares and looks at him.

# How it looks in the classroom

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- Gravitate towards intellectual peers.
- Look for peers who have similar conceptions and expectations of friendship.
  - Because they have difficulty finding peers, they may be socially isolated.

## Possible Problems That May be Associated with Characteristic Strengths of Gifted Children

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- **Strengths**

- Thinks critically; has high expectations; is self-critical and evaluates others.
- Inquisitive attitude, intellectual curiosity; intrinsic motivation; searching for significance.
- Enjoys organizing things and people into structure and order.
- Ability to conceptualize, abstract, synthesize; enjoys problem-solving and intellectual activity.
- Acquires and retains information quickly.

- **Possible Problems**

- Critical or intolerant toward others; may become discouraged or depressed; perfectionist.
- Asks embarrassing questions; strong-willed; resists direction; seems excessive in interests; expects same of others.
- Constructs complicated rules or systems; may be seen as bossy, rude, or domineering.
- Rejects or omits details; resists practice or drill; questions teaching procedures.
- Impatient with slowness of others; dislikes routine and drill; may resist mastering foundational skills; may make concepts unduly complex.

# How You Can Help

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- Explain that intense feelings are normal for gifted children. Help them to use their intellect to develop self-awareness and self-acceptance.
- Don't try to minimize their emotions because you feel uncomfortable with their pain. It doesn't help to say "you're too sensitive" or "snap out of it" or "it'll be OK".
- Reassure them when they are afraid and help them to find ways of expressing their intense emotions through stories, poems, art work, music, journal entries or physical activities.
- Realize that sensitivity does not mean weakness.
- Give them responsibility that is age appropriate and do not over protect them from the world and from the consequence of their actions.
- Remember that they are children first and gifted second. Don't expect them to be little "adults". Play, fun and leisure activities are essential for strong emotional development.
- *Find a cause...*

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# **Educational Options for Gifted Students**

# Differentiation vs. Individualized Accommodations

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- Differentiation vs. Individualized Accommodations
  - Differentiation is often thought of as altering the same lesson for different ability levels within the classroom.
  - Individualized Accommodations can be done within the same lesson plan; however, they are most often seen through accommodating further.

# Individualized Accommodations

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- Early admission to Kindergarten
- Ability Grouping/Clustering
- Curriculum Compacting/Telescoping
- Partial or subject matter acceleration
- Grade-skipping
- Dual Enrollment
- AP, IB, Credit-By-Exam, CLEP
- Pre-Testing

# Individualized Accommodations Cont.

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- Distance learning
- Early Entrance to college
- Independent Projects
- Mentoring/Internship
- Extracurricular or enrichment activities
- Competitions
- Summer Programs
- School Within a School (SWAS) or pull-out gifted programs

# Acceleration

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- [A Nation Deceived](#)
- Acceleration
  - Partial or subject matter acceleration
  - Grade-skipping
- [Iowa Acceleration Scale](#)
- Meets the needs of student for both student and teacher
  - It's cost effective --- FREE!
- Research shows only positive effects
  - Miraca Gross

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**“Not every child has an equal talent or an equal ability or equal motivation; but children have the equal right to develop their talent, their ability, and their motivation.”**

**-John F. Kennedy**

# Resources

## Books and Online Sites

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- [A Parents Guide to Gifted Children](#) Webb, James; et. al
- [A Nation Deceived](#) Templeton National Report
- [Counseling, Multiple Exceptionality, and Psychological Issues](#) Webb, James; et. al
- [Developing Math Talent](#) Assouline, S. and Lupkowski-Shoplik, A.
- [The exceptional child: Resources for gifted and special education](#) NEC Foundation
- [Exceptionally and Profoundly Gifted Students: An Underserved Population](#) Gross, Miraca
- [Freeing our families from perfectionism](#) Greenspon, Thomas
- [Gifted Children Gifted Education](#) Davis, Gary A.
- [Gifted children who think they are little adults](#) Bainbridge, Carol
- [Parenting Gifted Kids](#) Delisle, James R. Ph.D.
- [Perfectionism: a Double-Edged Sword](#) University of Texas
- [Re-Forming Gifted Education: Matching the Program to the Child](#) Rogers, Karen
- [Teaching Gifted Students in the Regular Classroom](#) Winebrenner, Susan

# Resources

## Articles

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- Emotional intensity in gifted children ([http://www.davidsongifted.org/db/Articles\\_id\\_10240.aspx](http://www.davidsongifted.org/db/Articles_id_10240.aspx))
- Emotional sensitivity in gifted children (<http://people.ucalgary.ca/~gifted/resources/articles/Emotional%20SensitivitySM.pdf>)
- Existential Depression in gifted individuals ([http://www.davidsongifted.org/db/Articles\\_id\\_10269.aspx](http://www.davidsongifted.org/db/Articles_id_10269.aspx))
- Exploring social and emotional aspects of giftedness in children ([http://www.sengifted.org/articles\\_social/Lovecky\\_ExploringSocialAndEmotionalAspectsOfGiftednessInChildren.shtml](http://www.sengifted.org/articles_social/Lovecky_ExploringSocialAndEmotionalAspectsOfGiftednessInChildren.shtml))
- Giftedness: The view from within ([http://www.davidsongifted.org/db/Articles\\_id\\_10172.aspx](http://www.davidsongifted.org/db/Articles_id_10172.aspx))
- Guidelines for handling the dark side of emotional sensitivity in gifted children (<http://people.ucalgary.ca/~gifted/resources/articles/GuidelinesHandlingSM.pdf>)
- Hidden Gifted Learner: The Exceptionally Gifted Child ([http://www.davidsongifted.org/db/Articles\\_id\\_10130.aspx](http://www.davidsongifted.org/db/Articles_id_10130.aspx))
- Identity development in gifted children: Moral sensitivity ([http://www.davidsongifted.org/db/Articles\\_id\\_10135.aspx](http://www.davidsongifted.org/db/Articles_id_10135.aspx))
- Life in the asynchronous family ([http://www.davidsongifted.org/db/Articles\\_id\\_10209.aspx](http://www.davidsongifted.org/db/Articles_id_10209.aspx))
- Overexcitability and the gifted ([http://www.davidsongifted.org/db/Articles\\_id\\_10102.aspx](http://www.davidsongifted.org/db/Articles_id_10102.aspx))
- Peer Relationships/Social Skills/Bullies (<http://www.nagc.org/index.aspx?id=1212>)
- Sensory Integration (<http://www.ldonline.org/article/5612>)
- Social Skills of Gifted Children ([http://www.agateny.com/Article\\_SocialSkills.html](http://www.agateny.com/Article_SocialSkills.html))
- Tips for parents: Emotionally intense children ([http://www.davidsongifted.org/db/Articles\\_id\\_10238.aspx](http://www.davidsongifted.org/db/Articles_id_10238.aspx))
- Tips for Parents: Questions and answers about food selectivity ([http://www.davidsongifted.org/db/Articles\\_id\\_10204.aspx](http://www.davidsongifted.org/db/Articles_id_10204.aspx))
- Twelve Cost Effective Options for Educating Gifted Students ([http://www.davidsongifted.org/db/Articles\\_id\\_10363.aspx](http://www.davidsongifted.org/db/Articles_id_10363.aspx))
- Vulnerabilities of highly gifted children ([http://www.davidsongifted.org/db/Articles\\_id\\_10065.aspx](http://www.davidsongifted.org/db/Articles_id_10065.aspx))
- When Gifted Kids Don't Have All The Answers ([http://www.davidsongifted.org/db/Articles\\_id\\_10306.aspx](http://www.davidsongifted.org/db/Articles_id_10306.aspx))