

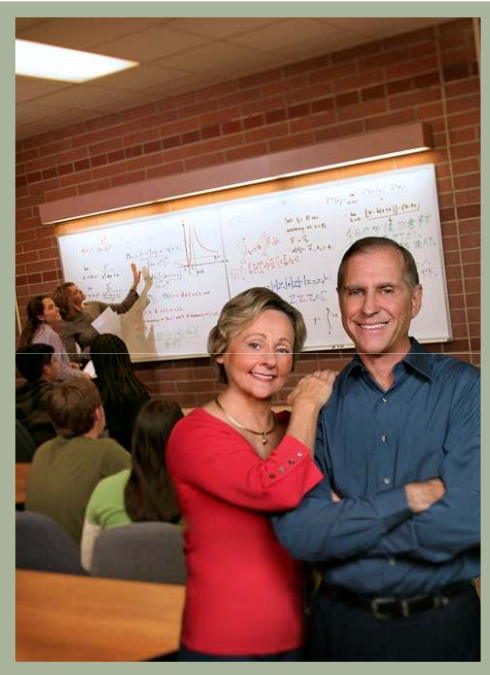


Davidson Institute for Talent Development
Educators Guild

**Overview
Presentation**

www.DavidsonGifted.org
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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.

Davidson Institute Programs and Services

- Davidson Young Scholars
- The Davidson Academy of Nevada
- Educators Guild
- Davidson Fellows Scholarships
- THINK Summer Institute
- Davidson Gifted Database

www.DavidsonGifted.org



Davidson Young Scholars

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
- Young Scholar summer get-together

The Davidson Academy of Nevada

A *free* public school serving profoundly gifted students

- No grade levels; all students grouped by ability, not by age
- A Personalized Learning Plan (PLP) allows 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

Free services to educators involved with meeting the unique academic needs of gifted students

Members have access to:

- An Online Community
- Consulting Services
- eNewsletters

Davidson Fellows Scholarships

A scholarship program established in 2001

- \$50,000, \$25,000 or \$10,000 scholarships
- Applicants must submit a detailed project or portfolio that is considered a significant piece of work at graduate-level
- Submission categories include: Science, Technology, Mathematics, Music, Literature, Philosophy, and Outside the Box

THINK Summer Institute

A three-week residential summer program offering a college experience to highly gifted students

- For 13 to 16-year-old students with the opportunity to earn six transferable college credits
- 2011 course offerings include:
 - Computer Science
 - Business
 - Cultural Anthropology
 - Calculus
 - Philosophy
 - Communication

Davidson Gifted Database

A *free*, online database with resources and articles for and about gifted students

- Searchable, online library
- State Policy Database – Gifted education mandates and funding
- Gifted Issues discussion forum

Identification and Levels of Giftedness

- Bell curve
- IQ numbers

Identifying Gifted Students

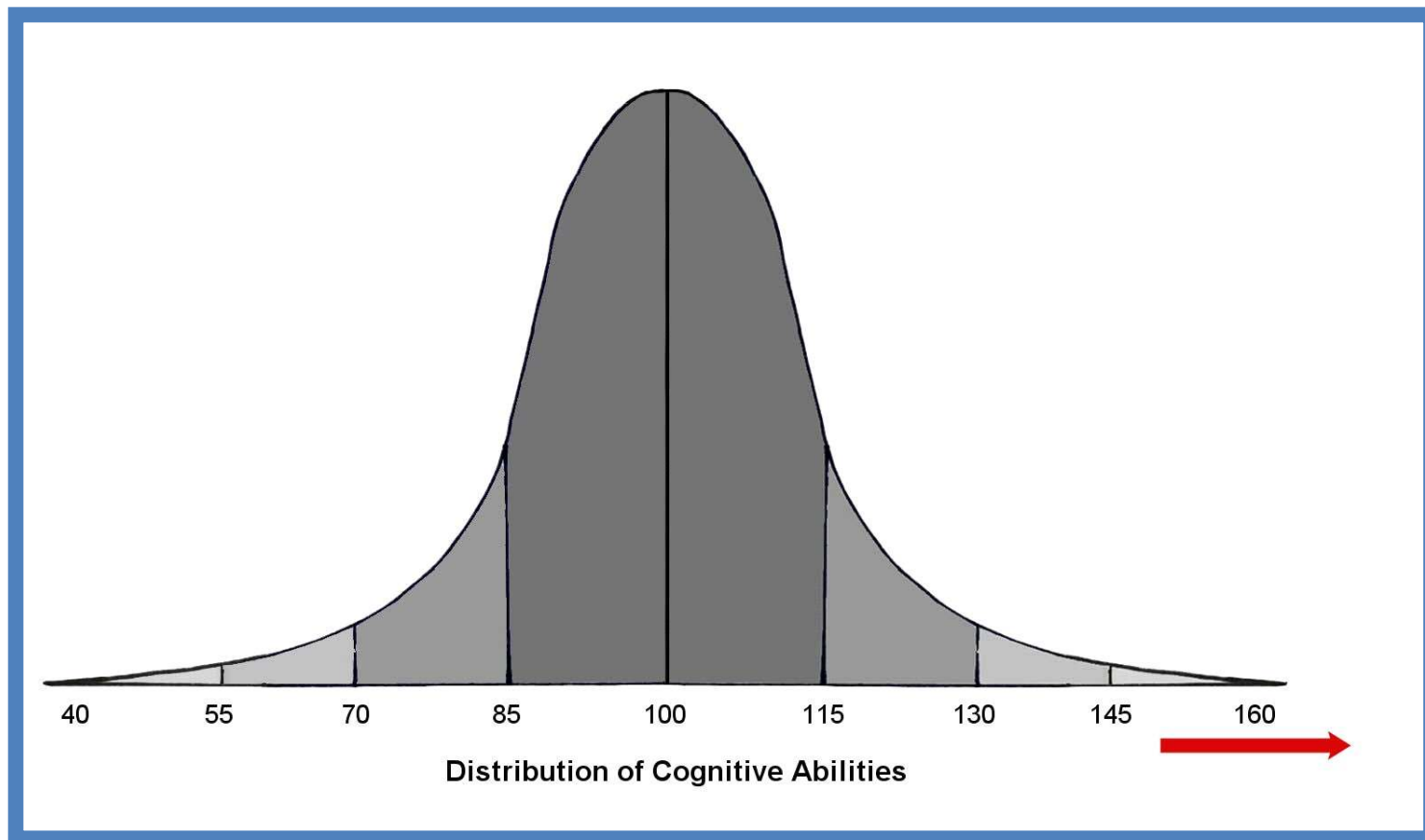
Individually Administered Tests

- IQ Test
 - Stanford Binet
 - Wechsler Intelligence
- Achievement Test
 - Wechsler
 - Woodcock Johnson

Identifying Gifted Students

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

Bell Curve of Cognitive Abilities



Generalization of Giftedness

- Struggling Student
 - IQ of **85 & Below**
- Average Student
 - IQ of **100**
- Moderately Gifted Student
 - IQ of **130**
- Highly Gifted Student
 - IQ of **145**
- Profoundly Gifted
 - IQ of **145 & Above** (99.9%)

Academic Characteristics

“I’m bored...”



Characteristics

- Need for constant mental stimulation
 - Extraordinary Processing Speed
 - Explore subjects in surprising depth
 - Insatiable Curiosity
- Underachievement

Extraordinary Processing Speed

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

Example: A typically developing child may take three weeks to master a concept, a gifted child may take one class period.

Extraordinary Processing Speed

How it looks in the classroom

- In-depth learning compared to “drill and kill”
- Photographic memory
- Abstract thinking
- Some students may only show giftedness in a single subject
- Profoundly gifted students can easily fill gaps in their learning

Exploring Topics in Surprising Depth

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

Example: Nuclear fission

Exploring Topics in Surprising Depth
How it looks in the classroom

- Intense focus for long periods of time when appropriately challenged
- Difficulty transitioning when engaged in area of interest
- Gloss over details in subjects not of interest
- Exhaust topic and move onto new one

Insatiable Curiosity

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

Example: Never ending questions...

Insatiable Curiosity

How it looks in the classroom

- 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

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 3rd grade level with the rest of class, but has the ability to work at a 6th grade level.

Underachievement

How it can manifest

- Negative attitude toward school, learning, self
- Resistance to take risks
- Uncomfortable with competition
- Lack of goal-directed behavior
- Weaknesses in skill areas and/or organization
- Disruptiveness, increased social isolation
- Don't appear as the "star student" because they have difficulty completing dull and repetitive material

What Causes Underachievement?

- “Dumbing down”
- Fear of failure
- Physical roadblocks
- Unchallenging curriculum
- Situations outside of school
- Lack of support
- Power struggles

Strategies to Reverse Underachievement

- Create a teacher-parent collaboration
- Examine the problem individually and create a plan
 - Find motivators
 - Start with interests
 - Allow students to skip mastered concepts
 - Encourage attempts, not just successes
- Rule out other factors including social and emotional reasons

Social and Emotional Characteristics

- Asynchrony
- Intensities
- Perfectionism
- Peer Relations



Asynchrony

Discrepancy between cognitive, emotional, social, and physical development

Example: Researching Greek mythology;
Fighting over the front seat

Asynchrony

How it can manifest

- Life experiences vs. academic understanding
- Social/emotional maturity can differ with the situation
- Ability to reason vs. making a good decision
- May still show age-appropriate behaviors
- Behave like adults one moment and very childlike the next
- May be aware of abstract concerns early

Intensities

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.

Intensities

How it can manifest

- 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

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.

Perfectionism

How it can manifest

- **Behaviors:** over-commitment, sensitivity to criticism, compulsive attention to detail, procrastination, writer's block
- **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"
- **Feelings:** anger, anxiety, shame, overwhelmed, impatience, frustration

Peer Relations

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: What did one candle say to the other candle?

7 year-old: What?

6 year-old: Are you going out tonight? HAHAHA

7 year-old: Just stares at him.

Peer Relations

How it can manifest

- 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

Educational Options for Gifted Students

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

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

Individualized Accommodations

(continued)

- 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

Grade-skipping (Acceleration)

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

Quote

“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 Publishers

www.AccelerationInstitute.org

- *A Nation Deceived: How Schools Hold Back America's Brightest Students* – The Acceleration Institute

www.GiftedBooks.org

- *Guiding the Gifted Child* - Webb, J., et al.
- *Re-Forming Gifted Education: Matching the Program to the Child* - Rogers, K.

www.Prufrock.com

- *Developing Math Talent* - Assouline, S. and Lupkowski-Shoplik, A.
- *Parenting Gifted Kids: Tips for Raising Happy and Successful Children* - Delisle, J.

www.FreeSpirit.com

- *Freeing our families from perfectionism* - Greenspon, T.
- *Teaching Gifted Students in the Regular Classroom* - Winebrenner, S.

www.DavidsonGifted.org/DB

- Resources > Browse by Topic: Parents and Books; Plus, lots of Articles on various gifted topics

Closing

Thank You

www.DavidsonGifted.org