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Recognizing and Nurturing High Ability Adolescents

Mandate:

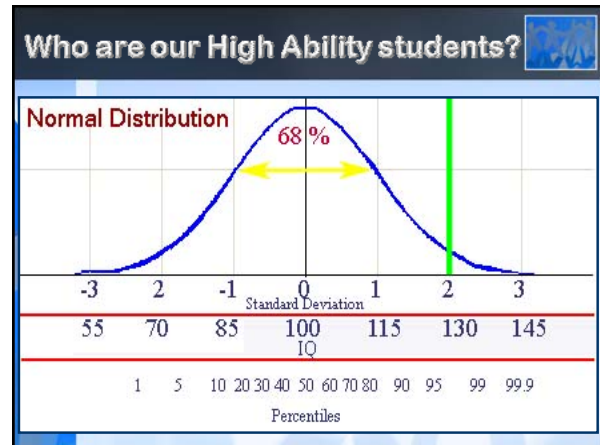
All Indiana school corporations will identify students of high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum and instruction in areas of core content in grades K-12.

High Ability Education in Indiana Senate Bill 408

Definition:

IC 20-10.1-5.1-2: "high ability student":

- (1) performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and
- (2) is characterized by exceptional gifts, talents, motivation, or interests.



Bright vs. Gifted

From Challenge Exceptional - by Carol Schiller

Knows the answers	Asks the questions
Is Interested	Is highly curious
Is Attentive	Mentally & physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings & opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straight forward presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

Bright Children - Know the answers

Dennis the Menace By Hank Ketcham



Gifted Children – Ask the Questions

Is Interested

Is Highly Curious

None of my toys work because I took them all apart to see what makes them work.

Is attentive

Mentally & physically involved

ADHD vs. Gifted

- Difficulty with sustained attention
- Daydreaming
- Failure to concentrate unless in one-to-one
- failure to complete independent activities
- Ability to listen attentively seems diminished
- Messy, disorganized environment
- Impulsivity, poor judgment in situations
- Problems adhering to rules for regulating
- Actively level often heightened
- Trouble following directions

- Poor attention due to boredom
- Daydreaming
- Lack of persistence on "irrelevant" tasks
- Task completion may rely on interests
- Often appears bored during discussions
- Possible disinterest in organization
- Judgment lags behind intellectual development
- Intensity may lead to struggles with behavior authority
- Frequently high activity
- Questions rules, directions

11/5/14/15, 1994 ©Lilveman 2002

Has good ideas

Has wild, silly ideas

Fox Trot

JASON, WHAT ARE YOU DOING??

BUILDING A MODEL ROCKET.

WHICH I WILL FILL WITH SALT AND SHOOT INTO A CLOUD.

THUS SEEDING IT FOR RAIN.

Works hard

Plays around, yet tests well

Latin						
7B Mathematics	I	E ³	C ¹	B ⁴	C ¹	H C ⁴
General Science						
Agriculture						
Plants and Animals						
General Geography						
Physiology and Hyg.						
7B Social Studies	I	B ⁴	D ²	B ⁷	B ⁴	A B ⁴
Bible Study						
Club						
Literary Society						
7B Household Mech.		B ¹	C ⁴	B ³	B ⁴	A B ⁴
Home Making						

Answers the questions

Discusses in detail, elaborates


DISCOVER

REBUILDING THE BRAIN

Birds have an amazing power: unlike us, they can grow new brain cells. Can we learn their secret?

Top Group
Beyond the Group

Listens with interest
Is receptive



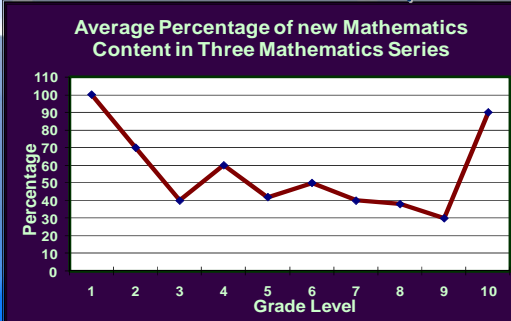
Shows strong feelings & opinions

Is intense

6 to 8 Repetitions for mastery

1 to 2 Repetitions

Average Percentage of new Mathematics Content in Three Mathematics Series



Grade Level	Percentage
1	100
2	70
3	40
4	60
5	40
6	50
7	40
8	40
9	30
10	90


Enjoys peers

Prefers adults

Asynchrony
Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally.
(The Columbus Group, 1991)

Asynchrony =
13 year old body + 17 year old mind + 9 year old emotions

Grasps the meaning
Understand ideas




Draws Inferences

Constructs abstractions

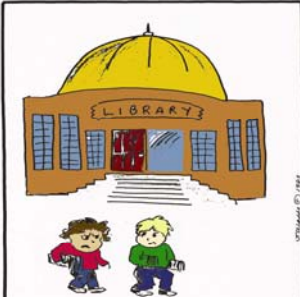
I've mapped out the concepts
I've already grasped to save you

Completes assignments



Initiates projects

Enjoys school



Enjoys learning

If the year round school idea passes we'll have no time left for any serious learning.

Absorbs information



Manipulates information

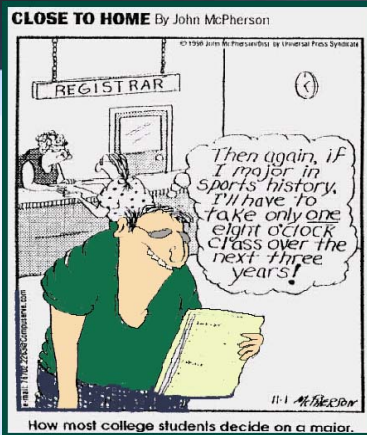
Enjoys straight forward presentation

Thrives on complexity



Multipotentiality:

An almost true story...



How most college students decide on a major.

Non performers

Lazy?
Perfectionist?
LD?
Curriculum mismatch?
Lack of support?
Cultural mismatch?

The Perfectionist



Is highly self-critical

~~Do your best!~~

Signs of Dysfunctional Perfectionism

(Schuler, 1999)

- **Delayed starts**
- **Unwillingness to share work**
- **Extreme response to poor grades**
- **Relentless self-criticism**
- **Feelings of inferiority**
- **Fear of the future**
- **High level of anxiety**
- **Refusal to turn in work or accomplish goals**
- **Inability to tolerate mistakes**
- **Inability to cope with ambiguity & change**
- **Inability to share responsibility**
- **Susceptible to depression following productive periods**



Twice Exceptional Students (Learning Disabled and Gifted)

<p>Strengths</p> <ul style="list-style-type: none"> Thinking Abilities High Creativity Long-term Memory Abstractions <p>Problem Solving</p> <p>Insight</p>	<p>Deficiencies</p> <ul style="list-style-type: none"> Self Expression Organizational Abilities Short-term Memory Sense Perceptions (distractibility, static on the auditory channel, sensori-motor) Social Interactions Self-esteem <small>(Coleman, 1996)</small>
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Organizational Difficulties can be:

- Thoughts going in
- Thoughts coming out
- Stuff
- Time

Never ever, ever say:

- You're smart.
- That's easy.
- You should know that.

The Need for Challenge

To succeed you need to learn how to fail.

- Thomas Edison
- Abe Lincoln
- Louisa Mae Alcott
- Michael Jordan
- Walt Disney
- Even Bill Gates

Zone of Proximal Development (Vygotsky)

Challenge and Motivation

"Only when **challenges** and **skills** were felt to be **high and working in tandem** did all the varied components of well-being - **cognitive, emotional, and motivational** - come together for the students. Concentration was far above its normal classroom level, and self-esteem, potency, and involvement also reached their highest levels."

(Csikszentmihalyi, Rathunde, & Whalen, 1993, p. 186).

Academics vs. Social Skills?

“Social adjustment, not intelligence or prior school experience, was found to be the best predictor of academic performance and attitude toward school.” (Elksnin p. 5)

“It isn’t any great prize to be gifted, in fact, it can be a curse.”

Arthur R. Collins

Bette Midler



I didn’t belong as a kid and that always bothered me.
If I’d only known that one day my differences would be an asset.