

GIFTED STUDENTS

Gifted students need to be guided in their endeavors. They need instruction, as do all children. Gifted students do not need to be “let loose” with the assumption that each child will reach his or her potential on their own. It is the responsibility of the parents and teachers to nurture, encourage, and assist the students in their pursuit of education and their place in society.

References

- Lafferty, S. (no date available),
Meeting the needs of the
academically gifted.
Retrieved October 23, 2006
from
<http://go.hrw.com/resources/go>
- McAleer, F. 2004, Learning that
lasts a lifetime: former
students tell us what works.
Retrieved October 23, 2006
from <http://learnerslink.com>
- Winebrenner, S. 2001.
Teaching gifted kids in the
regular classroom,
Minneapolis: Free Spirit
Publishing, Inc. 2, 3, 25.



TRACY ARNOLD
MARY TODD MACKENZIE



THE SOCIAL AND EMOTIONAL NEEDS OF GIFTED LEARNERS

ECU

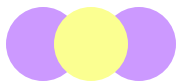
AIG
Camp

2007

NEEDS OF THE STUDENT



- ✚ Students need to be accepted for who they are.
- ✚ Students need to be challenged and stimulated.
- ✚ Students may not be able to show their “gifts” in ways teachers and parents expect.
- ✚ There are seven basic factors that help prepare the students for a richer academic experience. (McAleer, 2004)
 - ✚ Exploration of interests and passions
 - ✚ Knowledge and use of thinking processes
 - ✚ Use of skill and collaboration and teamwork
 - ✚ Encouragement of curiosity
 - ✚ Development of self-confidence
 - ✚ Creation of positive self-esteem
 - ✚ Development of leadership skills



STRATEGIES TO MEET THE NEEDS OF THE GIFTED STUDENT

- ✚ The core curriculum must be differentiated for gifted students.
- ✚ Homogenous grouping is encouraged and should be changed according to specific assignments
- ✚ Choices should always be available for gifted students.
- ✚ Challenging hands-on activities and learning situations that offer several ways to create a solution are preferable for gifted students.
- ✚ Gifted adults, acting as mentors, can offer insight to the student concerning the expectations of society toward someone who is labeled “gifted”.
- ✚ The “Queen Bee” theory for girls should be avoided. Girls should be taught to have realistic expectations rather than the *I can have it all and be perfect at it all way* of thinking.
- ✚ Offer a variety of methods to deal with stress.



- ✚ Accept that some gifted learners daydream, are messy, and lack organizational skills.
- ✚ Accept that gifted students do not always make straight A's. If the work does not challenge the student, the work product may reflect that. The student may not have made much of an effort completing his or her work because of the desire to “be done with it”.
- ✚ Don't judge the social skills of a gifted child based on interactions with his or her age peers. (Winebrenner, 2001)
- ✚ When teaching a new concept address different levels of readiness. (Laferty, no date available)
- ✚ Remember that each student is a unique individual with unique needs.

