

Information for Gifted Children

I recommend that careful thought be put into an educational program that both stimulates and enriches Gifted children's cognitive development.

For example, research* shows that bright children need to be introduced to learning from the point of view of an enquirer, an explorer, or a question asker. Bright learners should experience the kind of thinking that leads to new discovery at every opportunity. Therefore, teachers should strive to:

1. Help students to make broad connections in memory.
2. Use knowledge widely in new situations.
3. Use different learning modes, not always verbal.
4. Invent new solutions to problems.
5. Value elegant solutions, not just right answers.
6. Emphasize planning of response strategies.
7. Relate new learning to old.
8. Assessing patterns, relations, missing and redundant information.
9. Downplay (but do not ignore) low-level functions.
10. Reinforce and model metacognitive strategies.
11. Provide diverse tasks that require the application of new learning in different contexts and media in order to promote generalization.
12. Nurture an awareness of self-regulatory activity.

*Heller, Kurt; Monks, Franz; Passow, A. Harry (1993): *International Handbook of Research and Development of Giftedness and Talent*. (Pages 142, 143) Oxford, England: Pergamon

Other resources of interest are:

Useful Links – Gifted Children's Association of British Columbia. (2019). Gifted Children's Association of BC.
<http://giftedchildrenbc.org/usefullinks/>

Gifted Education - The Greater Victoria School District No. 61. (2014). Greater Victoria School District.
<https://www.sd61.bc.ca/programs/student-services/gifted-education/>

BC Ministry of Education (2016). *Special Education Services: A manual of policies, procedures, and guidelines*. Special considerations for planning: Gifted Education, Retrieved, February 8, 2019, from
https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf

Davis, G. A., & Rimm, S. B. (2004). *Education of the Gifted and Talented*, (5th ed.), Boston: Pearson Education, Inc.

Matthews, D. J. (1996). Giftedness at adolescence: Diverse educational options required. *Exceptionality Education Canada*, 6(3/4), 25-49.

Reis, S. M., & Renzulli, J. S. (1984). Key features of successful programs for the gifted and talented. *Educational Leadership*, 41(7), 28-34.

Renzulli, J. S. (1977). *The Enrichment Triad Model: A guide for developing defensible programs for the gifted and talented*. Connecticut: Creative Learning Press.

Tishman, S., & Andrade, A. (1997). *Critical Squares: Games of critical thinking and understanding*. Project Zero: Harvard Graduate School of Education. Englewood CO: Teacher Ideas Press.

Winebrenner, S. (1992). *Teaching Gifted Kids in the Regular Classroom: Strategies and techniques every teacher can use to meet the academic needs of the gifted and talented*. Minneapolis, MN: Free Spirit Publishing, Inc.