

*The Hidden Gifted*

*GLD Students*

- Imagine if you will being ground between two giant opposing forces against which you have no power. Such is the condition of the GLD student.
- The undiagnosed GLD condition is extremely painful. Normally giftedness is considered an asset. In the GLD student it contributes to the pain. The student is crushed between the limiting effects of the learning disability and the drive for mastery which the giftedness promotes.
- A bright questing intellect which cannot find expression in high performance may well turn in upon itself, even with destructive consequences.

# *Gifted Girls*

- Bossiness
- Constant talking
- Interfering in everybody's business
- Teacher pleasing, being the "Good girl"
- Taking leadership of the girl gaggle
- Being busy to mask lack of real productivity
- Diverting energy in busy out of school activities
- Being catty and discounting the success of others
- Subverting their leadership skills by influencing other girls to victimise fellow students.

# *Gifted Boys*

- 🗡️ Playing classroom clown
- 🗡️ Acting aggressively
- 🗡️ Displaying poor impulse control
- 🗡️ Constantly indulging in disruptive classroom behaviours
- 🗡️ Displaying very immature behaviours
- 🗡️ Ceaseless energy alternating with bouts of fatigue

# *Dual Exceptionality*

## *Learning Blocks*

- Holds back
- Needs structure
- Needs clarity
- Limits performance
- Needs support person
- Creates confusion
- Creates skills deficits
- Limits horizons

## *Giftedness*

- Drives
- Needs open ended inquiry
- Needs complexity
- Seeks mastery
- Seeks autonomy
- Creates intensity
- Promotes conceptual leaps
- Strives for perfection

# *Learning Characteristics of GLD Students*

## *Of Concern:*

- Disorganised.
- Aversion to timed tasks.
- Rarely finishes work to a satisfactory standard.
- Strong sense of curiosity but little productivity.
- Fluctuating ability to concentrate.
- Inventive in devising avoidance strategies.

## *Evidence of Giftedness:*

- Creative.
- Imaginative.
- Evidence of divergent thinking skills.
- Good oral language skills.
- Relates well to adults.
- Displays almost obsessive areas of interest and expertise.
- Marked variation in performance, with flashes of brilliance.
- Interested in abstract concepts.

# ***Behavioural Characteristics of GLD Students***

## ***Of Concern:***

- **Extremely uneven preschool / junior school development**
- **Significant discrepancy between ability and performance**
- **May seem to lack motivation**
- **Tendency to day dream**
- **Appears to be immature**
- **Intolerant of any pressure**
- **Difficulty in managing change**
- **Needs to check and recheck**
- **Marked aggression or withdrawal**
- **Can handle only one instruction at a time**
- **Vulnerable to obsessive behaviour patterns**
- **Impulsive/ unable to reach a decision**

## ***Evidence of Giftedness:***

- **Displays intense curiosity**
- **Amazingly persistent when interested**
- **Possesses a surprising depth of insight on occasions**
- **Displays flashes of high intelligence**
- **Changes persona when in the presence of a gifted peer**
- **Displays an unusual sense of humour**
- **Knowledgeable in areas of particular interest**
- **Well developed oral language skills**
- **Puzzling to parents/teachers who perceive an intelligence which does not transfer to productive outcomes**

# Academic Performance

- Large body of factual knowledge
- Evidence of higher order thinking skills
- Expertise in specific fields
- Articulate
- Below par written language
- Avoidance of tasks which involve writing
- Poorly presented work
- Good comprehension skills
- Weak decoding skills
- Poor numeracy skills but good at maths
- Performs badly in test / timed tasks
- Sequencing difficulties apparent in spelling and / or tables recall
- Test performance average or below average despite perceived ability
- If available, Wechsler IQ test results will show a discrepancy of 11 points or more between the verbal and performance scores

# Perceptual Motor Skills Development

- ✚ Delayed / uneven development in milestones, e.g. walking, speech, etc
- ✚ Poor gross or fine motor skills
- ✚ Lacks co-ordination
- ✚ Difficulties in rhythmic movement
- ✚ Avoids team sports
- ✚ Lacks moderation - too strong / weak a grip
- ✚ Difficulty with playground equipment
- ✚ Confused laterality
- ✚ History of auditory and / or visual deficits
- ✚ Unusually loud / soft voice
- ✚ Vulnerable to sensory overload
- ✚ Tactile defensive
- ✚ Sequencing difficulty

# Meeting Emotional Needs

## Self perception

GLD students have a distorted perception of self because they are constantly receiving conflicting internal messages.

## Self efficacy

Any GLD student who has graduated from junior school without an accurate diagnosis of the GLD condition will invariably be in the firm grip of Learned Helplessness which sucks the energy, enthusiasm and hope of its victims.

## Metacognition

Dual exceptionality leads to a morass of confused thoughts and perceptions. If it is challenging for an educational professional to diagnose the condition, imagine the quality and nature of the sufferer's perceptions.

# Emotional Characteristics

- Lacks confidence – may avoid or try to dominate classmates
- Marked lack of self awareness
- Generally unhappy - very critical of own performance
- Vulnerable to stress
- Sensitive to perceived criticism
- Subject to learned helplessness
- Pessimistic
- Subject to emotional outbursts which have no obvious cause
- Unable to cope with change situations
- Emotionally labile
- Often fatigued despite high energy output
- Uneven maturity levels
- Tends to catastrophise
- Indulges in black and white thinking
- Beyond rational thinking when stressed
- Tendency to stubbornness
- Lacks moderation
- Often confused
- Lacks discernment

# Teaching Emotional Literacy

<b>Knowing Yourself</b>	<b>Metacognition</b>	<b>Self Management</b>
<ul style="list-style-type: none"><li>• <b>Rediscovering the Authentic Self</b></li><li>• <b>The Power of Positive Self Talk</b></li><li>• <b>Altered Perspective : Seeing the Positive</b></li><li>• <b>Letting Go of Let Downs</b></li><li>• <b>Creating an Inner Mentor</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Organising for Success</b></li><li>• <b>Managing Time</b></li><li>• <b>Storage &amp; Retrieval Strategies</b></li><li>• <b>Successful Study Habits</b></li><li>• <b>Pacing Yourself</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Learning Optimism</b></li><li>• <b>Building Resilience</b></li><li>• <b>Handling the 3:2 Forward Movement</b></li><li>• <b>Successful Stress Avoidance Strategies</b></li><li>• <b>Developing Flexibility</b></li></ul>

# Social Development

- Difficulty in peer relationships.
- Prefers company of adults
- Socially awkward – lacks social radar
- Very lonely
- Poor group entry skills
- No small talk
- Misses non verbal clues
- Difficulty in maintaining eye contact
- Doesn't register conversational give and take
- Rejected by classmates
- Withdraws from social situations
- Displays anxiety or overbearing behaviour when faced with social situations
- May indulge in delaying / avoidance tactics when stressed
- Alienates peers by needing to check and recheck arrangements
- Has difficulty maintaining friendships

# Social Skills

<b>Relationship Management</b>	<b>Communication Skills</b>	<b>Building Positive Pathways</b>
<ul style="list-style-type: none"><li>• <b>Maintaining Friendships</b></li><li>• <b>Developing Social Radar</b></li><li>• <b>Registering Social Clues</b></li><li>• <b>Communication Skills</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Group Entry Skills</b></li><li>• <b>Conversational Give &amp; Take</b></li><li>• <b>Effective Listening Skills</b></li><li>• <b>Body Language</b></li><li>• <b>Modulating Voice &amp; Movement</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Calm &amp; Confident</b></li><li>• <b>Achieving Independence</b></li><li>• <b>Considering All Options</b></li><li>• <b>Managing Change</b></li><li>• <b>Celebrating Success</b></li></ul>

# The Way Forward

## Step 1 Identifying GLD Students

- GLD Preschool Profile
- Parent Information Checklist.
- Standardised Test Results
- Teacher Observation

## Step 2 Analysis of Specific Needs

- Learning Styles Analysis
- Multiple Intelligences Checklist
- Specific Learning Difficulty Report.
- Wechsler Test of Intelligence.
- Agency Reports

## Step 3 Eradicating Learned Helplessness

- Training in Metacognition.
- Regular Conferencing Sessions.
- Mapping Change
- Emotional & Social Skills Training
- Counselling

## Step 4 Designing an Individual Programme

- Slaying the Dragon.
- Direct Daily Intervention.
- Curriculum Compacting.
- Celebrating the Gift.
- The Mentor Programme.

# How the Digital Environment Meets the Needs of GLD Students.

- In depth assessment via the Synergistic Learning Profile
- Detailed Needs Analysis
- Discrete entry shifts
- Variation of structure / open ended inquiry
- Collaborative learning opportunities via forums, wiki, chats and audio
- Interactive digital classrooms and whiteboards
- Private conference suites for one to one learning
- Access to health professionals
- Highly Visual Spatial programme
- The Moving Forward social and emotional literacy programme
- A variety of reporting options including:
  - Speech recognition systems
  - Audio reporting systems
  - PowerPoints
  - Streaming movies onto the digital classroom wall
  - Using a digital writing tablet

# *Gifted Underachievers*

# Meeting the Needs of GTU Students

## The Loss of Potential

Underachieving gifted students are a world wide phenomena. Estimates of lost potential range from a conservative 17% to as high as 50% of talented students who fail to reach their potential. The problem of underachievement is a source of frustration to students themselves and to parents and to the teachers who, despite valiant efforts, fail to harness the giftedness of their students.

Underachievement is not genetic, although a predisposition to mismatch may be inherited; rather underachievement develops in response to a conflict between the learner and the environment. The pattern is set early, often in preschool when the emotionally sensitive gifted student first becomes aware that he/she is different. It is at this stage that parents may become anxious about their child's atypical development and lack of friends.

# Meeting the Needs of GTU Students

## Causes of Underachievement

- Early alienation – often in preschool
- Fear of ostracism
- Frustration with own uneven development
- Boredom with educational provision
- Anger resulting from feeling different
- A reaction to unreasonable expectations
- Student sensitivity to perceived slights
- Perfectionism
- School avoidance or school hopping
- Gaps in knowledge base as a result of switching off
- An undiagnosed learning difficulty
- Negative peer pressure
- Parental fear of hot housing
- Different ethnic background from the education system
- A natural mismatch mindset.

# Causes and Consequences of Underachievement

 **Personal**

 **Social**

 **Educational**

 **Societal**

# GTU Girls

- 🗑️ Throwing tests
- 🗑️ Minimising their success and contributing it to luck
- 🗑️ Denying their real interests and limiting conversation to female issues
- 🗑️ Playing safe and avoiding intellectual risk taking
- 🗑️ Retreating into minor illness as a result of performance anxiety
- 🗑️ Trading recognition of giftedness for social acceptance.

# GTU Boys

- Retreating into the computer world to seek solace
- Disguising their ability to achieve acceptance
- Displaying aggression towards their teachers to prove that they are one of the in group
- Manipulating other students and setting up discord amongst the student body
- Using sarcasm to divert the aggression of other students
- Undermining the teacher's authority
- Distancing themselves by criticising other gifted students.
- Playing practical jokes which are hurtful

# GTU Students from Diverse Cultures

- ✚ Mismatched standardised tests
- ✚ Assessment practices which are not culturally sensitive
- ✚ Low teacher expectation
- ✚ Non English speaking background
- ✚ The lack of opportunity to display cultural talent
- ✚ Cultural sensitivity regarding nomination
- ✚ Lack of preschool information

# GTU Students from Low Socio-economic Groups

## Ignore:

- 🧑‍🎓 The lack of verbal facility.
- 🧑‍🎓 The narrow knowledge base.
- 🧑‍🎓 The impoverished experience.
- 🧑‍🎓 The lack of social ease.
- 🧑‍🎓 The lack of skills development.

## Take note of:

- 🧑‍🎓 The quality of the expressed thoughts.
- 🧑‍🎓 The passion for learning.
- 🧑‍🎓 A vivid imagination.
- 🧑‍🎓 The natural leadership.
- 🧑‍🎓 The rapid progress.

# Emotional Needs of GTU Students

## Key metacognitive attributes are:

- Self actualisation skills (the ability to reach your potential);
- The ability to plan actions;
- The ability to monitor performance;
- The ability to evaluate own performance and to make adjustments.

## Typically the GTU student will share a number of the attributes of their regular gifted peers:

- Acute perception;
- Sensitivity;
- Reflective ability;
- A highly developed sense of justice.

## They may also have subverted their giftedness into less productive avenues:

- A liking for manipulation;
- A predisposition to pessimism;
- A negative self explanatory style;
- Self destructive behaviour patterns
- A tendency to depression.

# In the Personal Domain – The Components of an EQ Skills Programme for GTUs.

- 🗄 Handling Hot Spots.
- 🗄 Developing a Realistic Self Concept.
- 🗄 Negative Self Talk.
- 🗄 Emotionally Labile.
- 🗄 Developing an Optimistic Perspective.
- 🗄 Appreciating Diversity.

# The ESQ Programme

## The Intrapersonal Domain

Self Awareness	Self Management	Stress Management
<ul style="list-style-type: none"><li>•The Architecture of the Emotional Brain</li><li>•Hot Spots Alert</li><li>•Defusing Power Points</li><li>•Emotional Hijacks</li><li>•A Sense of Self</li></ul>	<ul style="list-style-type: none"><li>•Impulse Control</li><li>•Mood Management</li><li>•Creating Emotional Balance</li><li>•Mindset Management</li><li>•Accountability</li></ul>	<ul style="list-style-type: none"><li>•Reality Testing</li><li>•The Calmness Quotient</li><li>•Pacing Performance</li><li>•Developing Optimal Perspectives</li><li>•Resilience Strategies</li></ul>

# Meeting the Social Needs of GTU Students.

- 🗑️ Early Alienation.
- 🗑️ Mismatch Mindset.
- 🗑️ The Need to Lead.
- 🗑️ Facilitating Friendship.
- 🗑️ Creating Positive Classroom Relationships.

# An Effective Social Skills Programme Should Include:

- 🗉 Identification of socially at risk students;
- 🗉 An effective relationships component;
- 🗉 A conflict management component;
- 🗉 An effective leadership component;
- 🗉 A communication process component.

# The ESQ Programme

## The Interpersonal Domain








Relationship Management	Conflict Management	Leadership Skills	Listening Skills	Talking
<ul style="list-style-type: none"> <li>•Understanding the Perspective of Others</li> <li>•Appreciating the Impact of Caustic Remarks</li> <li>•Developing Tact</li> <li>•Encouraging the Talents of Others</li> <li>•Generosity of Spirit</li> <li>•Understanding the Need for Affiliation</li> <li>•Social Radar</li> </ul>	<ul style="list-style-type: none"> <li>•Dealing Moderately with Disagreements</li> <li>•Responding Calmly to Provocation</li> <li>•De-escalating Conflict</li> <li>•Dealing Positively with Authority Figures</li> <li>•Creating Win-win Situations</li> <li>•Evoking Co-operation from Others</li> <li>•Maintaining the Peace</li> </ul>	<ul style="list-style-type: none"> <li>•Self Management</li> <li>•Adaptability</li> <li>•Taking Social Responsibility</li> <li>•Becoming a Change Catalyst</li> <li>•Widening the Sphere of Influence</li> <li>•Inner Resourcefulness</li> <li>•Moving from Reactive to Proactive</li> </ul>	<ul style="list-style-type: none"> <li>•Registering Emotional Clues – Tone and Intonation</li> <li>•The Perils of Selective Hearing</li> <li>•Avoiding Dominance</li> <li>•Displaying Receptivity</li> <li>•Developing Empathic Listening Skills</li> <li>•Developing Reflective Listening Skills</li> <li>•Proactive Listening Skills</li> </ul>	<ul style="list-style-type: none"> <li>•Registering Non-verbal Clues</li> <li>•Effective Conversational Give &amp; Take</li> <li>•Requesting and Supplying Information</li> <li>•Managing Dialogue</li> <li>•Providing Effective Feedback</li> <li>•Facilitating Reciprocal Interaction</li> <li>•Negotiation Skills</li> </ul>

# Ten Motivating Strategies for GTU Students

- 📊 Capitalise on the innate drive for mastery
- 📊 Provide scaffolding in the areas of organisational vulnerability
- 📊 Negotiate the study options with each student
- 📊 Teacher acts as a facilitator / mentor
- 📊 Build in an optimal challenge level
- 📊 Provide opportunity for the use of student initiative
- 📊 Build in sufficient complexity in areas of strength
- 📊 Provide pacing and variety in each area of the learning programme
- 📊 Provide real audiences and valid outcomes
- 📊 Provide an emotionally supportive environment

# Teaching Junior GTU Students

## Integrated Studies which focus on:

-  The geography of the natural world
-  The physical structure of the known universe
-  Scientific investigation
-  How humans behave – past & present
-  Mathematical investigation
-  Problem solving activities
-  Creative expression

# Seven Integrated Study Steps for Older GTU Students

## **Study Area 1 - Area of Expertise Studies**

*Building on: Student knowledge base and specialist focus*

*Exploring: Depth and complexity; underlying principles*

## **Study Area 2 - Mismatch Matters**

*Building on: The gifts of the mismatch mindset especially the critical faculty*

*Exploring: Abstraction and complexity: the linkage of ideas*

## **Study Area 3 - Autonomous Studies**

*Building on: Creative thinking skills; logic and evidence of reasoning ability*

*Developing: Organisational ability; presentation skills; originality of thought*

# Seven Integrated Study Steps for Older GTU Students

## **Study Area 4 – Investigative Themes**

*Building on: Analytic thinking skills; organisational skills; discovery*

*Developing: Deductive thinking skills; logic and reasoning*

## **Study Area 5 – “What if.....?” Studies**

*Building on: Abstraction and complexity; cause and effect relationships*

*Developing: Analytic thinking skills; innovative thinking skills; inductive thinking*

## **Study Area 6 - Conceptual Themes**

*Building on: Conceptual thinking skills; relationship and pattern; cause and effect*

*Developing: Abstraction; underlying principles; original thought*

# Seven Integrated Study Steps for Older GTU Students

## **Study Area 7 - Problem Solving Tasks**

Building on: Investigative ability; analytic thinking skills; data management; planning ability.

Developing: Creativity; originality of thought; organisational ability

## ***Beyond The Stepping Stones***

GTU students should now demonstrate sufficient engagement, on task behaviour and self directive ability to choose any area of study provided it is sufficiently complex and challenging. As before, rapid pacing, variety and freedom of choice will be key issues for GTU students

# Differentiation of Process

- ✚ The Need for Scaffolding.
- ✚ Matching Each Student's Cognitive Style.
- ✚ Utilising Multiple Intelligences.
- ✚ Creating Sustained Performance.
- ✚ Developing Efficient Study Habits.
- ✚ Developing Organisational Ability.
- ✚ Bridging Gaps in the Skill Base.

# Factors for Consideration

## ***Key GTU Gifts which should be utilised include:***

- ✚ A keen perception of incongruity
- ✚ An excellent deductive reasoning ability
- ✚ An ability to detect patterns and trends
- ✚ An excellent verbal ability and the ability to reason and to persuade

## ***GTU Vulnerabilities Which Will Require Scaffolding:***

- ✚ Old habits of task avoidance and lack of follow through
- ✚ Loss of confidence which will express itself in negative behaviour
- ✚ A butterfly tendency which loses focus and loses courage
- ✚ An impulsiveness which impedes deeper thought
- ✚ Gaps in the skills base

# Differentiation of Product

**Validity**

**Originality**

**Variety**

**Presentation**

## Typical GTU Product

**Role Plays**

**Poems**

**Models**

**Time Lines**

**Web Sites**

**Dramas**

**Stories**

**Prototypes**

**Scale  
Drawings**

**PowerPoints**

**Raps**

**Discussions**

**Blueprints**

**Experiments**

**Videos/Movies**

**Skits**

**Debates**

**Diagrams**

**Demonstration**

**Audio Files**

**Speeches**

**Critiques**

**Concept Maps**

**CDs**

**Monologues**