

These Four Things -- Using the Gifted Child's  
Strengths, Attitudes and Interests to Match Personal  
Priorities for Learning to Options

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# The Information You Need to Bring to the Schools...

- Specific information on cognitive ability and performance (“cognitive functioning”)
- Specific information on personality traits and behavior characteristics
- Specific information on learning strengths
- Specific information on interests and attitudes
- Record of enrichment activities in which child has participated
- List of books read and at approximate ages

# Cognitive Functioning Information

- Objective measures, such as intelligence and achievement test scores
- Objective measures of creative and critical thinking
- Work/performance samples in talent areas, such as writing, art, music
- Subjective assessments of abilities, such as observation or behavioral checklists

## Personality Characteristics and Interests/Attitudes Information

- Parent and previous teachers' assessments of personal characteristics and behaviors that are relevant to learning "Parent Inventory for Finding Potential" (PIP) - are looking for independence, persistence, perceptiveness, achievement motivation, academic resilience
- Parent and previous teachers' assessments of child's attitudes toward school, learning, and specific academic disciplines

# Learning Preferences Information

- Self-reported learning preference and learning styles inventories, including Rogers' "How Do You Like to Learn?"
  - Lecture
  - Discussion
  - Peer teaching
  - Self-instructional materials
  - Independent study
  - Games and simulations
  - Small group projects
  - Drill and recitation
  - Hands on activity

Armed with this information, what  
do you ask for?

Four Things in Varying Priority  
(Depending on the child's data)

# Number One: Like-Ability Opportunities for Learning and Socialising

- **Grouping inside the school**
  - Performance grouping, within class grouping, pullout, cluster grouping, like-ability cooperative learning tasks
- **Grouping outside the school program**
  - Interest clubs, Destination Imagination, competition teams, Talent clubs, talent performances, exhibitions, extracurricular field trips

## Number Two: Compacting the Regular Curriculum

- Can be done by “compacting”, grade telescoping, picking up the pace of content presentation, credit for prior learning, and a variety of forms of subject and grade-based acceleration
- Requires careful design of appropriately challenging “replacement” activities and learning experiences

## Number Three: Providing Opportunities for Individual Learning

- Building on preferences of these children for self-paced learning, independent study, guided discovery, higher order thinking

## Number Four: Providing Appropriate Learning Experiences in School

- Math and science must be 2-3 times faster than for regular classes, with drill & revision reduced considerably
- Science, reading, social studies, and the humanities must be conceptual and in-depth study of a concept in its entirety
- Acquisition of new content must be a focus, not just processing and thinking. There must be direct, daily challenge in all areas of talent

## Number Four, Continued:

- Content must be modified using abstraction, complexity, variety (interdisciplinary), study of people, and methods of inquiry
- Processes should be modified so that the child sees the value of some group products and learning but also learns the skills of effective independent, self-directed learning
- Products should be varied, not just another oral or written report

# Once You Have the School “In Order”, There are More Responsibilities for YOU!

- Talent Development
- Sense of identity, uniqueness, individual “progress”
- Memory development
- Understanding of the world around child
- Mixed ability/age socialisation
- Like ability socialisation
- Communication skills development
- Visual, spatial, dexterity development
- The “classics” - literature, the humanities