The slide features a light gray background. In the top-left and top-right corners, there are decorative geometric patterns composed of various colored triangles (red, orange, yellow, teal, and dark blue). At the bottom of the slide, there is a horizontal bar with several stripes of different colors: orange, dark red, red, light orange, yellow, and teal. The main title is centered in a teal, serif font.

The Unique Needs of Gifted Teens

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Sunrise teens


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A series of horizontal stripes in various shades of orange, red, and teal, located at the bottom of the slide.

Session Description

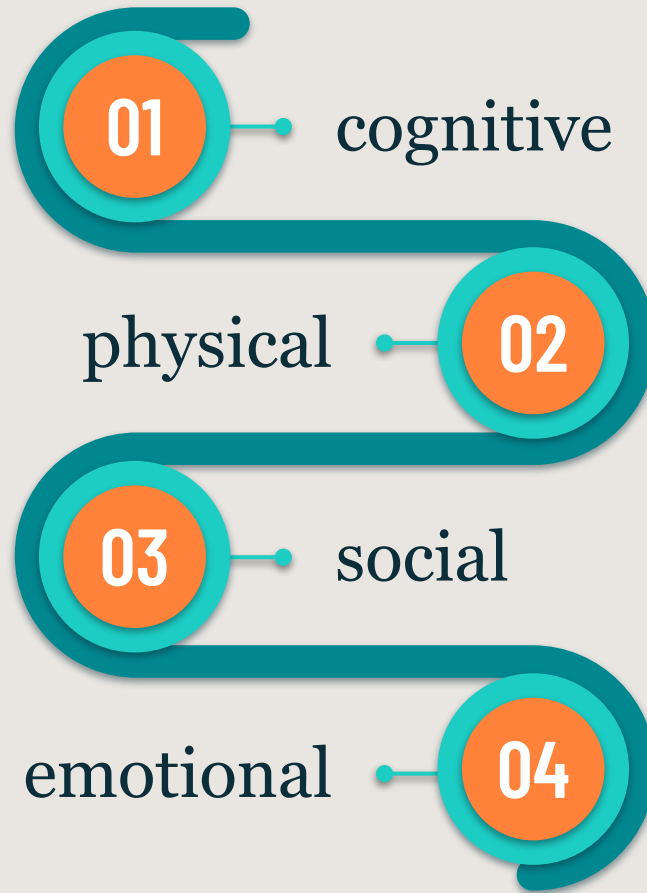
Gifted teens differ from their age-level peers in cognitive development, their modes of learning and motivation, their interests, and their needs. This session will showcase the specific requirements of these unique learners and discuss ways to support their needs, including affective development, education, and enrichment.



Gifted teens differ from their age-level peers in their cognitive development, their individual interests and exhibition of these skills, their modes of learning, and their motivation in which to elicit their true potential.




During this stage
in their
development,
these students
experience a wide
range of growth
in...





areas.





These changes, along with the
exhibition of talents and skills,
call for diverse and specialized
support and enrichment
opportunities.





Gifted students must have
support and encouragement
of their unique affective
and educational needs to
help them grow.

This session will:

showcase the specific
requirements of these
unique learners



and discuss
ways to
support their
needs



education,
and
enrichment.



including affective
development,





What Does Being Gifted Mean?



What does gifted mean?

The current definition of gifted, located in the Elementary and Secondary Education Act, is:

Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.

(“Title IX - General Provisions.”)

"The Bell Curve"

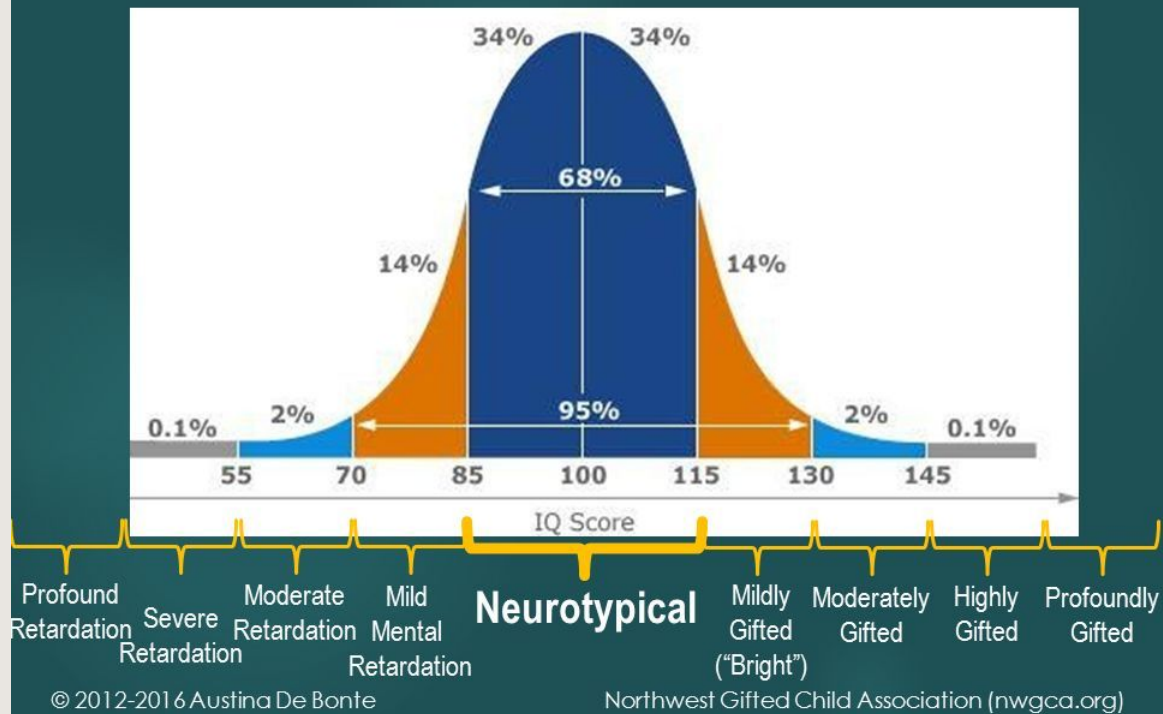


Table 1: IQ and levels of giftedness (Gross, 2000)

Level of giftedness	IQ range	Prevalence
Mildly	115 – 129	> 1:40
Moderately	130 – 144	1:40 - 1:1000
Highly	145 – 159	1:1000 - 1: 10 000
Exceptionally	160 - 179	1:10 000 - 1:1 million
Profoundly	180 +	< 1:1million

<http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/plk12gtlvls.pdf>

The Need for Gifted Education

“In order for there to be a specialized education program, students also must demonstrate the need for special programs and services that will help them pursue their interest in their area or areas of giftedness. Essentially the traditional learning environment does not meet their learning needs.”

(“FAQs about Gifted Education.”).

The Need for Gifted Education for teens

There are many ways in which gifted teens differ from their age level non-gifted peers, and thus their needs must be addressed accordingly.



Cognitive Development



Gifted teens who are gifted may show extraordinary focus and learning abilities, such as applying metacognition by thinking through their own thought process. They also will show advanced reasoning such as superior language ability and analogical thinking, or thinking by using analogies

Gifted Development

- Gifted teens have better memories and remember more of what they learn.
- This means they need a little time to review if any, and therefore little to no repetition before they are able to master a concept or skill.

Gifted Development

- Gifted teens learn new material and assemble thoughts much faster than their peers. They need a faster paced learning environment that allows them to thrive.

Gifted Development

- Gifted teens process information similar to the way adults do it by capitalizing on patterns of information.
- They make connections quickly and deeply and reason abstractly.

Gifted Development

- Gifted teens have an ability to think abstractly and to grasp concepts much better than their peers.
- They have exceptional problem-finding abilities and can conceive higher-order relations.

Gifted Development

- Gifted teens can focus intensely on subjects and become highly motivated to learn more about them while excluding other subjects completely.

Gifted Development

- Gifted teens are very aware of their surroundings and can absorb many stimuli while focusing on a given task.

Gifted Development


- Gifted teens have more intellectual curiosity and fascination with ideas, words, connections between things, and the way the world works.

Gifted Development

- Gifted teens have a need for precision and have the ability to perceive many sides of a question using metaphorical thinking and visualization of models and systems.

Gifted Development

Gifted teens have logical imperatives related to their complex thought patterns that make them expect the world to make sense. This leads them to argue extensively, correct errors, and strive for precision of thought in every endeavor. (Oak Crest).

The bottom of the slide features three horizontal bars of equal width. The top bar is orange, the middle bar is a light yellow, and the bottom bar is a teal color.

Gifted Development

- Gifted teens have a high level of metacognitive knowledge and awareness. They think about their own ways of knowing, remembering, and understanding. They have insights that non-gifted children do not have. Superior metacognitive ability is considered an essential component of giftedness.

Gifted Development

Essentially, gifted teens process information, synthesize, and express information differently; because of this needs are different.

However, they are still developing children with their prefrontal cortex growing tremendously in this stage of development, albeit maturing faster than their peers. This leads to an exhibition of their asynchronously.

Gifted Development

- While gifted teens have have the potential for performing at high levels, they must be in an environment that will help them reach that potential.
- They have great diversity in interests and abilities and unique perspectives on the world and the content we offer them,
- We must create an environment that allows for problem-solving and applying concepts, intellectual curiosity, flexible grouping, choice, and independence in work and study



Asynchronous Development




*Giftedness is asynchronous development
in which advanced cognitive abilities
and heightened intensity combine
to create experiences and awareness
that are qualitatively different 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 to develop optimally.*

(Columbus Group, 1991)

Asynchronous Development is one of the most identifiable traits of being gifted. It can be manifested in the dichotomy between excellence and success and areas of struggle and challenges. It is often seen in the academic potential being extraordinarily advanced and one's affective development or executive functioning being drastically lower. It is primarily an internal process and sometimes becomes observable as an external problem.



Asynchronous Development

Gifted teens have asynchronous development which means the giftedness comes with both positive and not so positive traits at times the positive traits hide the challenges but at other times, it is the challenges that the teachers focus on.

- Giftedness does not mean that they will always succeed, not struggle, will get everything, understand everything, and be well behaved, high achieving people pleasing children
- Gifted teens need help recognizing that they do not need to be perfect, as gifted kids struggle in areas too. Giftedness can come with baggage: perfectionism, existential depression or just a few

Asynchronous Development

- Although gifted teens can process information like adults, they have other issues that interfere with the effectiveness of that processing that adults don't have to worry about. Their cognitive development proceeds faster than their chronological, social, moral and emotional development.
- All these developmental traits happen asynchronously at different intervals for different teens.

Asynchronous Development

- Gifted teens may be able to think abstractly and form hypotheses but at the same time have problems in organizing material or presenting an argument. This presents unique challenges for teachers, parents, and school counselors.
- Gifted teens have trouble with material that non-gifted teens find easy. They see so many possible answers to questions that they don't know how to respond. If asked "What does a doctor do?" they can think of so many kinds of doctors that they can't pick one. They have a higher level of analysis and integration than is required.



Education



Programming and Placement

NAGC recognizes that there is no “one perfect program” for teaching gifted teens. Instead, the NAGC Pre-K-Grade 12 Gifted Programming Standards state that “a continuum of services must exist for gifted learners” at every level.

(“Tests & Assessments.”)

Programming

This range of services can be organized in a variety of ways:

- School-Wide Enrichment Model

 - Cluster grouping

 - Accommodations in the regular classroom

 - Part-time assignment to both regular and special classes

- Self-Contained gifted model

 - Full-time grouping with teens of similar abilities

- Semi-self-contained models

 - Part-time assignment to both regular, or cluster/honors and special classes

Programming

This range of services can be organized in a variety of ways:

Within a self-contained model, a SEM, or a Semi-self contained model, the following divisions or distinctions could be made

Honors

Highly gifted

Highly and Profoundly Gifted

2E

ELL

Specializations (dual language, performing arts, STEM)

Content specific acceleration

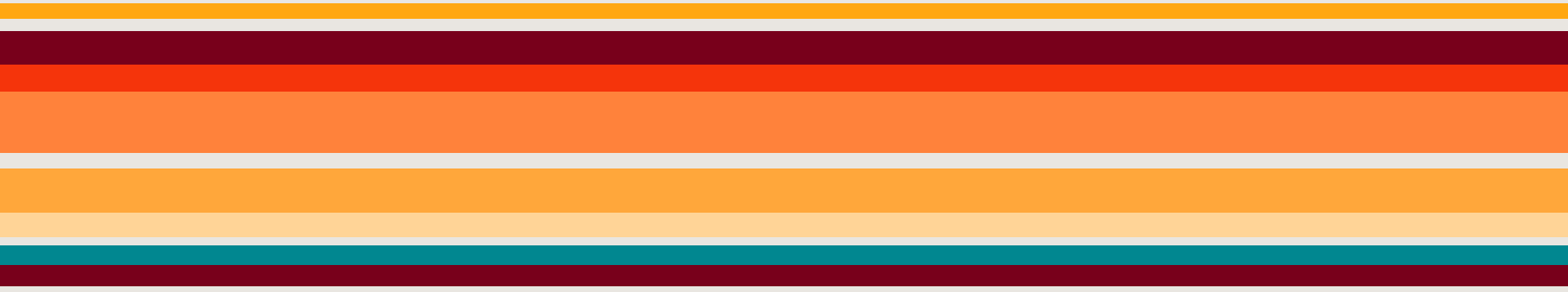
Programming

There are some programs that exist within general education environments that you may want to consider for your accelerated teens . As Strickland notes, these “exemplary general education programs appear successful in their quest to guide culturally diverse and/or teens from low-economic backgrounds to improved academic success”

Programming

- An Achievable Dream (AAD)
- AVID: Advancement Via Individual Determination
- Core Knowledge for Middle Grades
- Different Ways of Knowing (DWOK) for Middle Grades
- International Baccalaureate (IB)
- Cambridge Curriculum

**How They Think School Should be
Versus What it is
and
How you Should Nurture Them**



Gifted teens, have a definite idea for how they think the world works, how their lives should go and its trajectories, and believe that there should be a clear linear path with no side adventures nor obstacles to get in their way of their goals.





Affective Development



Heightened Perceptivity



Gifted Development

- Gifted teens **have an extreme moral concern for others and for society.** This moral concern leaves them passionate about the world around them, often they will be student activists. This also exhibits itself in the concept of fairness and equality.

Gifted Development

- Gifted teens have a greater capacity for empathy with another. This usually means that one projects oneself into another's persona and determines what the other person is feeling.
- This also means the ability to project oneself into something. Visual artists may project themselves onto the canvas when they paint and musicians project themselves into their music.

Gifted Development

However, as teenagers, they are developing socially and emotionally and this will be exhibited in their asynchronous development which may manifest in their executive functioning skills , skepticism, self-criticism, perfectionism, apathy, lack of motivation, lack of performance.

They are trying to determine their identify as individuals, as students, and in their peer networks, this may exacerbate their drive to always be right or even exhibit as defiant behavior.

Social and Emotional or Affective Education

- Being understood is important while being misunderstood can be tragic for the child's development. Not working can be shutting down, defiance, not knowing where to start or what to do next, or having too much in their minds that they cannot seem to sort their minds off and transition to this next task.

Social and Emotional or Affective Education

- Movement helps them think and create- it is normal. It could be tedium, or ADHD, but often it is just a kid being a kid
- They can become frustrated because their thoughts move quicker than their abilities to write or type this can exhibit themselves fast-talking being extra fidgety being off task talking out of turn
- They can also can be sloppy, hasty, or unorganized and most need help with executive functioning.
-

Social and Emotional or Affective Education

- They still need clear expectations and direction.
- Gifted teens need to know what to expect and need structure and clear expectations. Consistency and structure helps them to overcome the teens brain of social pressures, hormones, and stress.
- Social skills need to be taught:
 - How do you talk to others who do not think like you?
 - How do we respect our differences?
 - How do we listen to other perspectives?
 - Conformity, tolerance, patience, and respect must be modeled, explained, and practiced.
-

Social and Emotional or Affective Education

- External and internal variables:
 - External- societal pressures, inadvertent parent pressures - elitist superiority complex, do not force them to live the dream and you live vicariously through them. Is the teens persecution based on a parental opinion.
 - internal-Sometimes they will say they dislike something, it is too easy, or give an attitude but this is often it is difficult, they do not understand, or they dislike a personality, overwhelmed, freaked out to be with like minded people, or are not the smartest in the class, at times it could be tedium
-

Social and Emotional or Affective Education


- External and internal variables:
 - This pressure starts when they are babies, non verbal, toddlers, first show signs of giftedness- signs: - tantrums, anti-social behavior, different and unexpected play- what can you as parents do to help instead of harming teens, as this can happen before you realize it, ways: unrealistic praise, expectations, pressures to be perfect- the teens shut down in the face of adversity instead of rising up to meet the challenge
-



Extracurricular Enrichment



What Matters in Talent Development?

- Aptitude and predisposition
 - Effort, learning, and practice
 - Passion, persistence, and commitment
 - Quality instruction and master teachers
 - Models and mentors
- 
- The slide features three horizontal bars at the bottom: a thick orange bar, a thin light orange bar, and a thick teal bar.

Talent Development

- **Curriculum and Instruction**
- **Social and Emotional or Affective Education**
- **Challenge and Extracurricular**

Extracurricular Enrichment

There may not always be the option to take all of the electives they may be interested in, in school

- School electives will vary as will clubs they offer.
- Teens need challenge and extracurricular activities that meet their interest and their ability levels.

Outside of School

Families/Communities

Supplemental Programs

Friends outside of
school

Contact me:

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Presentation link:

<https://tinyurl.com/needsofteensAAGT>

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