



# Supporting Our Youngest Gifted Learners

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and

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# Session Overview

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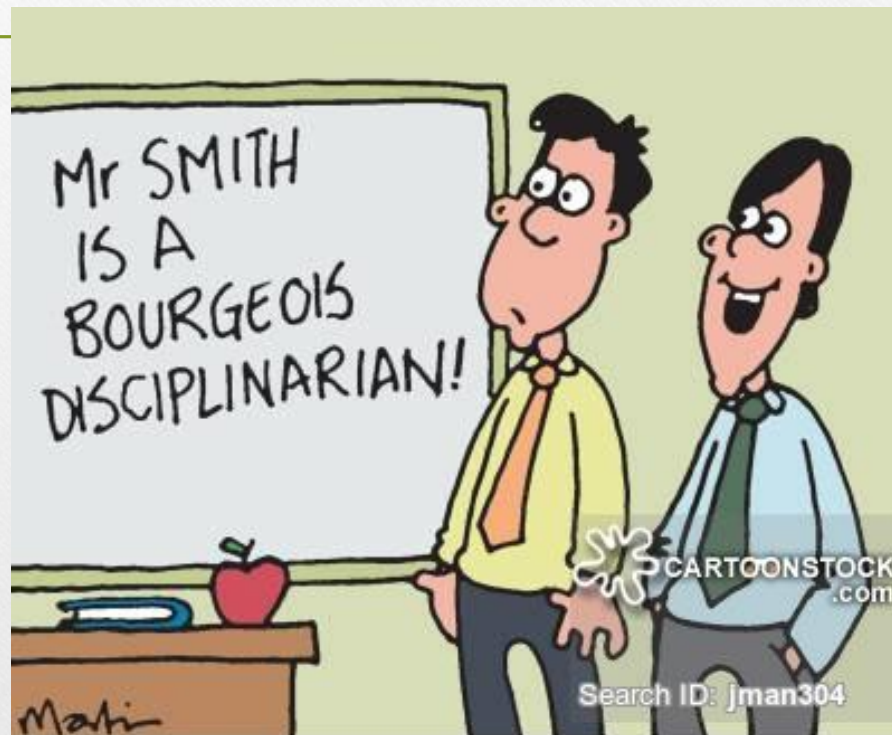
- **understand the traits to look for in young, gifted students**
- **\*develop an understanding of teaching strategies that support young, gifted students**
- **\*receive resources and guidance related to your specific questions and provide time to discuss educational strategies**

# Characteristics of Giftedness- Social/Emotional

- Early development of empathy
- Emotional intensity and sensitivity
- Frustrations with limitations
- Think abstractly
- Perfectionism
- Leader during cooperative play
- Concern with truth and fairness



# Cognitive Characteristics- Fact or Fiction



**I SEE YOU HAVE THE YEAR FOUR GIFTED  
AND TALENTED CLASS THIS YEAR SMITH!**

# Characteristics of Giftedness- Cognitive

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- Alertness
- Talent Development
- Curiosity
- Faster pace of reading developmental milestones
- Advanced vocabulary
- Sustained attention
- Excellent memory
- Creativity
- May be an early reader



# Possible areas of challenge-

- Emotional Sensitivity
- Peer struggles
- Perfectionism
- Asynchronous development
  - May be advanced in one or more areas and behind in another
- Underachievement
- Anxiety and depression



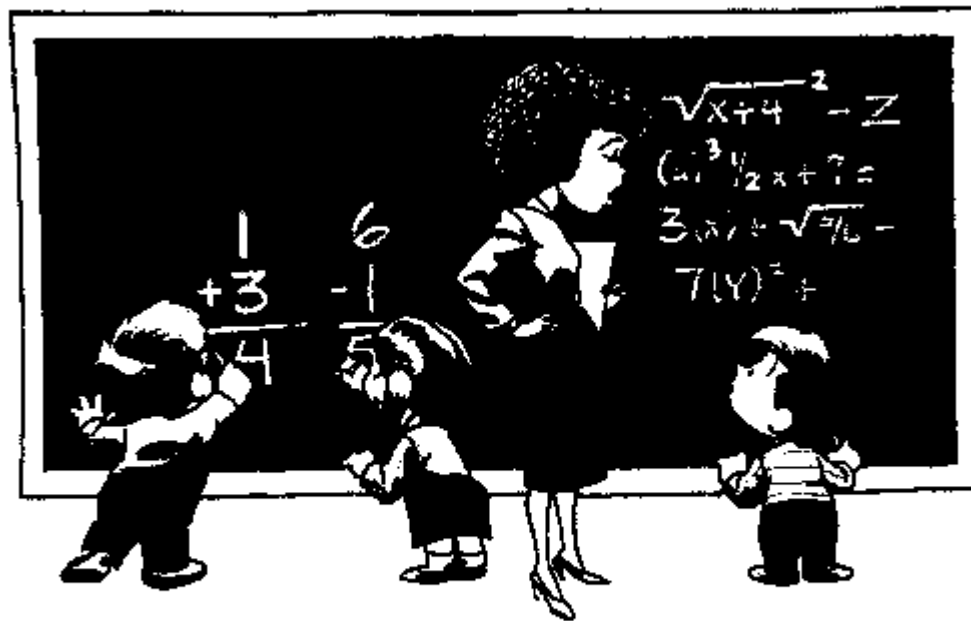
# Overexcitabilities- Dabrowski

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- Imaginational
- Psychomotor
- Sensual
- Intellectual
- Emotional



# Why Differentiation Is Critical



**"How many times do I have to tell you...  
you're not supposed to read ahead."**



# Academic Classroom Strategies

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- \*Play and Creativity
- \*Developmentally Appropriate Practices (for that child and their abilities, understandings, and interests)
- \*Involve children in decisions about what to learn
- \*Build on prior knowledge (KWL charts help- Prior to instruction determine: what they Know, and what they Want To Know. After instruction: determine what they Learned)

# Affective Strategies

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- Mindfulness and Calming Techniques
- Feelings recognition and practice
- ‘fun’ with failure, silliness, and games
- Leadership opportunities

# Classroom Strategies

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- \*Encourage and model thinking aloud during instruction
- \*Opportunities for same age and mixed age (similar ability levels, as well as mixed ability levels)
- \*Opportunities for in-depth study of interests



# The Importance of Play

- Play is essential because it promotes physical, cognitive, social emotional health for children. It also gives parents opportunities to interact with their children (Reading, R., 2007, Child: care, health and development, 33(6), 807-808).
- In spite of this, we are seeing a decrease in play as academics, enrichment, family structures, and a hurried lifestyle all are reasons for this (Reading, R., 2007, Child: care, health and development, 33(6), 807-808).
- Gifted children may need even more time for play, but usually get even less (may be because of their passions for many things, concerns about not challenging them enough, etc.).

# Challenges...

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\*asynchronous development

\*hard to formally identify

\*may hide their abilities and talents to fit in

\*under identification for ethnically diverse, financially disadvantaged youth

\*proper training and support....how to remain TRULY DAP  
(Developmentally Appropriate Programming) AND meet each child's needs

\*Documentation

# Learning Centers and Lesson Plans

- Centers
- ~~Recycle Centers / Imagination Creation Station~~
- Movement and Music
- Outdoor Fun (include water, brushes, nature items)
- Make free choice or have child chosen to re-direct back to later
- Lesson Plans:
  - make sure all plans include elements with student choice, activities that allow for multiple “right answers” or options, contain broad rather than specific goals

- **Resources**

- **Appropriate practices for screening, identifying and serving potentially gifted preschoolers:** <https://www.usm.edu/sites/default/files/groups/frances-karnes-center-gifted-studies/pdf/appropriatepracticespreschool.pdf> **Recognizing, Understanding, and Serving Gifted Preschoolers:** [https://www.usm.edu/sites/default/files/groups/frances-karnes-center-gifted-studies/pdf/preschool\\_gifted\\_brochure.pdf](https://www.usm.edu/sites/default/files/groups/frances-karnes-center-gifted-studies/pdf/preschool_gifted_brochure.pdf)
- **Gifted Preschoolers: Characteristics, ID, and Instructional Practices:** [https://www.usm.edu/sites/default/files/groups/frances-karnes-center-gifted-studies/pdf/preschoolgifted\\_factsheet.pdf](https://www.usm.edu/sites/default/files/groups/frances-karnes-center-gifted-studies/pdf/preschoolgifted_factsheet.pdf)
- **Resource: NAGC Young, Bright Students:** <https://www.nagc.org/resources-publications/resources-parents/young-bright-children>
- **Second Step** <https://www.cfchildren.org/resources/free-classroom-activities/>
- **Kindness Curriculum** <https://centerhealthyminds.org/join-the-movement/sign-up-to-receive-the-kindness-curriculum>

# Resources

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- SENG (social emotional): [www.sengifted.org](http://www.sengifted.org)
  - Gifted Development Center: <http://www.gifteddevelopment.com/>
  - Hoagies' Gifted Education: [http://www.hoagiesgifted.org/young\\_children.html](http://www.hoagiesgifted.org/young_children.html)
  - NAGC: <http://www.nagc.org/>
  - Davidson Institute: [www.davidsongifted.org](http://www.davidsongifted.org)
  - CDE Early Access: <https://www.cde.state.co.us/gt/earlyaccess>
    - House Bill 08-1021 created the opportunity for Colorado administrative units (AUs) to accelerate **highly advanced** gifted children under age 4 for kindergarten and/or under age 5 for first grade pursuant to CRS 22-20-204(2). The Exceptional Children's Educational Act (ECEA) is Colorado's primary law with requirements for the implementation of specific elements and procedures for gifted education programs. ECEA Rules provide AUs guidance for the implementation of **early access** as well as clarify provisions for AUs to receive state education funds for early access children.



# Strengths, Needs, and Educational Strategies worksheet and planning

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- Group Work– review for 5-7 minutes then share out to whole group, then share suggestions

Characteristic	Positive manifestation(s)	Potential negative manifestation(s)	Suggested Educational Strategies
Long attention span and intense concentration	Long periods of uninterrupted work time; depth of exploration in personal passions and interests	Transitions may be difficult; ignores others or activities;	
Preference for older playmates	Finds peers that have a similar style of play or passion for a topic	Older peers may not be easily accessible, also exposure to content that may not be developmentally appropriate	

# Taking It Back to the Classroom- Support Plan (1 week plan- goal and email) and questions

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