Gifted Child

Gifted child, any child who is naturally endowed with a high degree of general mental ability or extraordinary ability in a specific sphere of activity or knowledge. The designation of giftedness is largely a matter of administrative convenience. In most countries the prevailing definition is an intelligence quotient (IQ) of 130 or above. Increasingly, however, schools use multiple measures of giftedness and assess a wide variety of talents, including verbal, mathematical, spatial-visual, musical, and interpersonal abilities. intellectual giftedness is an intellectual ability significantly higher than average. It is a characteristic of children, variously defined, that motivates differences in school programming. It is thought to persist as a trait into adult life, with various consequences studied in longitudinal studies of giftedness over the last century. There is no generally agreed definition of giftedness for either children or adults, but most school placement decisions and most longitudinal studies over the course of individual lives have been based on IQ in the top 2 percent of the population, that is above IQ 130.

The various definitions of intellectual giftedness include either general high ability or specific abilities. For example, by some definitions an intellectually gifted person may have a striking talent for mathematics without equally strong language skills. In particular, the relationship between artistic ability or musical ability and the high academic ability usually associated with high IQ scores is still being explored, with some authors referring to all of those forms of high ability as "giftedness," while other authors distinguish "giftedness" from "talent." There is still much controversy and much research on the topic of how adult performance unfolds from trait differences in childhood, and what educational and other supports best help the development of adult giftedness. Out of every hundred children, approximately five can be classified as "gifted", yet only a small proportion may be identified as such in school.

 Some may be very lonely because their interests do not match those of their peers. They may have difficulties at school because of their unconventional behaviour and questioning attitude. They can become distressed through frustration and boredom, or through imbalance between their intellectual and emotional development. They may deny their intelligence and underachieve so as to become more acceptable to their peers. They may become troublemakers. We need to recognize and cater for gifted children to ensure this does not happen. **signs of giftedness** :

Here are some characteristics of gifted students that parents should use to see if they think their child is gifted: Gifted students are often perfectionist and idealistic. Gifted students may experience heightened sensitivity to their own expectations and those of others Gifted students are asynchronous. Some gifted students are “mappers” (sequential learners), while others are “leapers” (spatial learners). Gifted students may be so far ahead of their chronological age mates that they know half the curriculum before the school year begins! Gifted children are problem solvers. Gifted students often think abstractly and with such complexity that they may need help with concrete study and test-taking skills. Gifted students who do well in school may define success as getting an “A” and failure as any grade less than an “A”. Gifted students generally have unusual talent in one or occasionally two areas. Below are six areas where we will find giftedness. No child will be gifted in all six, but some may be in more than one area. Within specific academic ability, students again usually have one or two subjects that they are best in and passionate about, Creative Thinking, Leadership, General Intellectual Ability , Psychomotor, Specific Academic Ability, Visual/ Performing Arts, Creative Thinking, Independent thinker, Exhibits original thinking in oral and written expression, Comes up with several solutions to a given problem, Possesses a sense of humor, Creates and invents, Challenged by creative tasks, Improvises often, Does not mind being different from the crowd ,General Intellectual Ability, Formulates abstractions, Processes information in complex ways ,Observant, Excited about new ideas, Enjoys hypothesizing, Learns rapidly Uses a large vocabulary, Inquisitive, Self-starter, Specific Academic Ability, Good memorization ability Advanced comprehension, Acquires basic skill knowledge quickly, Widely read in special interest area