

# HOME ENVIRONMENT OF FILIPINO GIFTED LEARNERS: ACCOUNTS OF PARENTS

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## ABSTRACT

Parents of gifted and talented children may have different lived experiences than parents of non-gifted children, and these distinct experiences may cause worry, influence decisions, and increase tension and anxiety. In addition to taking into account the internal and external elements impacting views and self-efficacy, the aim of this research was to collect data in order to demonstrate the distinctive experiences and perceptions of parents now parenting talented children. The researcher interviewed ten (10) volunteer moms of Marcelo H. del Pilar Elementary School in Towak, Matanao, Davao del Sur, using a qualitative study design technique. The parents were open to discussing their views and opinions about their own experiences. The following themes relate to the experiences of parents: parents show (and need) a sharp sense of humor; parents' intensity may cause stress; parents desire for a happy connection with their kids; and parents feel alone and alienated. Three characteristics of a brilliant kid are covered in this study: strong academic prowess, extraordinary talent, and excellent leadership abilities. Students' remarks are included into the conversation. The parents offered the following advice: approach it as a process of socialization, knowledge, discernment, and adventure. It is still unclear how to tackle issues that result from the exceptional ethical views and ideals of gifted and talented children if they are disregarded or managed improperly for parents, teachers, and other caregivers. If we accept the idea that education plays a significant role in the process of forming social values, then we can draw the conclusion that the primary responsibility of educators and teachers is to help young people become good and moral members of society by preparing them for community life as well as for the labor market. A quality education must figure out how to strike the correct balance between aptitude, values, and knowledge.

**Keywords:** Parental perspectives, gifted children, experiences, characteristics, suggestions

## 1. INTRODUCTION

In industrialized nations, educational programs for brilliant kids first came into effect. Within ASEAN, Singapore, Malaysia, and the Philippines are the countries who have started implementing gifted education programs as part of their plan to quicken their nation's growth. In the Philippines, special education is always mentioned in relation to pupils who have learning difficulties and poor learning speeds. The idea that high-functioning pupils might fall within the aforementioned range of SPED children is not widely accepted. I suppose that is also one of the reasons why talented children have trouble embracing who they are because others will still identify us as typical students even if we know we are not. We were teased for being SPED kids without even "looking like one."

However, if we start telling others that we are among the above-average kids, our dread of having our aspirations and choices in life held to higher standards or of being socially stigmatized for our intelligence will seep into our being. The harshest term that would be flung at a brilliant child after they shine with their gifts and fell short of society's expectations, other from clever shaming, is "loss."

Research and debate on talented children's education have been ongoing (Jie & Hassan, 2019). Many of the challenges faced by children with exceptional abilities in formal education "have to do with the discouragement and frustration they feel in the face of an academic program that strives for repetition and monotony and a psychological atmosphere in the classroom that does not favor the expression of greater potential" (Alencar, 2007). talented children's physical, emotional, and cognitive growth may cause anxieties in both the instructors and the talented children. Given these kids' excellent cognitive ability, it is imperative that adults manage their expectations since, as stated by Roche et al. (2017), "the lack of consideration of other less favored areas in their psychological development can influence the emotional development of the child."

It is important to identify gifted children as such since they vary from other kids in many ways, including cognitive, creative, emotional, and behavioral. According to Narimani and Mousazadeh (2010), talented children often possess high levels of intellect, cognitive self-consciousness, leadership abilities, and a fear of failing due to the pressure to achieve to the best of one's abilities or that of others. They tend to be very active, perfectionist, emotionally sensitive, persistent, and enthusiastic learners (Clark, 2008). Compared to their classmates, gifted children often learn to communicate, read, and write at a younger age. They are also more likely to experience dissatisfaction when they are unable to fulfill performance norms. In addition, they want independence and tailoring their educational path to suit their unique skills (Altintas & Ilgun, 2016).

With the enactment of legislation safeguarding the welfare of exceptional children, special education has received the attention it deserves in the Philippines. In order to meet the needs of children who are cognitively, psychologically, and developmentally delayed, the Department of Education constructed SPED Centers inside the public school system, and CHED provided specialized courses. Due to a lack of sufficient knowledge and information regarding brilliant and intellectually capable kids, studies on them have been thrown aside—better still, put on "hold"—in the deluge of research conducted in the Philippine setting.

The researcher had been a public school teacher for a number of years. She has been interested in the phenomena of the talented kid. Their opinions regarding schooling in general, their experiences, and the reasons for their giftedness. The instructor focuses just on Marcelo H.'s students. Del Pilar Elementary School is situated in Davao del Sur's Matanao, Bansalan. For this, ten (10) parents will be interviewed.

By addressing the parents' perceptions of giftedness and gaining an understanding of the gifted person's home environment, the current study seeks to close this research gap. It may also persuade the government to provide gifted people in society, particularly young children, with the necessary care and support. I think that a global audience, particularly those in nations with comparable educational environments, could find the study's conclusions interesting.

The Philippines is presently creating its first national curriculum guidelines for gifted education via the Department of Education. Both public and private schools that provide gifted education programs will adopt this nationwide curriculum. With the exception of public regional science high schools, the Philippine High School for the Arts, and the Philippine Science High School System, the majority of gifted education programs available in the Philippines are translated from other countries. Examples of these programs include Headstart and multiple intelligences. Elite private schools also provide specialized courses in science, music, art, and sports. The K–12 Basic Education Curriculum is largely intended for ordinary students, but it also encourages teachers and schools to create and implement curriculum for other students, including talented and special education learners.

The idea of giftedness differs between academics. According to Davis, Rimm, and Siegle (2011), there isn't a single, widely recognized definition of what it means to be "gifted." While some researchers consider it to be a state of great intelligence or genius, others refer to it as possessing unique qualities and abilities. It is evident from reading the literature from numerous publications and studies by giftedness experts that "giftedness" is always linked to the characteristics of "great people" who "have great accomplishments," "develop great ideas," and "produce great works, inventions, or performances." There are situations when giftedness is linked to exceptional skill.

According to Tannenbaum's (2003) definition, a kid is gifted if they have the capacity to excel as performers or as model creators of ideas in fields that improve the moral, physical, emotional, social, intellectual, or artistic lives of others. According to Gagne (1985), giftedness encompasses a range of human achievements, skills, and abilities. According to Sternberg and Zhang (1995), being gifted also entails quality, uniqueness, production, demonstrability, and the value placed on one's abilities and outputs.

Because of the nature of giftedness, learners who are gifted are able to surpass their current level of knowledge and proficiency. When it comes to learning new subjects or abilities, they adapt quickly. After reviewing many research, Davis, Rimm, and Siegle (2011) concluded that talented people have better personal adaptations, emotional stability, self-esteem, professional success, and personal satisfaction than non-gifted people do. They also observed that gifted people are well-adjusted in childhood.

In general, the majority of traits associated with brilliant people seem to be consistently good. Nonetheless, some negative traits associated with giftedness can also be seen in a variety of social and educational contexts, such as a strong desire to work independently, a lack of drive and poor performance in subjects they find uninteresting, an extreme perfectionist streak, nonconformity, impatience, and occasionally an inability to follow rules (Page, 2006; Davis, Rimm, & Siegle, 2011; Pawilen, 2014). According to Pawilen (2014), talented people's environments—particularly their families—have an impact on these traits. Additionally, talented people's unfavorable attitudes about learning and other academic activities are a reflection of their discontent with standard classroom education. Thus, talented people may overcome these shortcomings if they are raised in a supportive social, academic, and familial context.

According to Akkan (2012) and Ozbay (2013), intelligence may be characterized as a shared feature of test scores, adaptability to environmental cues, problem-solving abilities, and both intrinsic and learned capabilities of the person. Although children who score highly on intelligence tests are called gifted children, in recent years, it has become more common to use the term "gifted child" instead of "genius child" because intelligence scores are a measure of an individual's academic success and talent encompasses intelligence (Ataman, 2012; Ozbay, 2013; Levent, 2013). Since the topic of giftedness is broad and intricate, there isn't a single, widely recognized definition of what constitutes a "gifted child." The term "gifted child" is often used to describe children that have an IQ of 130 or above, excel in a

variety of professions, and possess exceptional abilities in certain domains. Compared to their classmates, talented children—who make up 4-5% of societies—develop differently. The characteristics of gifted children include being active from birth, early language development, an advanced vocabulary, abstract thinking, the capacity to come up with original ideas, exceptional problem-solving abilities, perfectionism, creativity, a large imagination, being receptive to new ideas, and high academic success (Rosenberg, Robokos, & Kennedy, 2010; Levent, 2013; Davis, 2014).

Because of their unique abilities, gifted youngsters are characterized as outstanding. These children's unique understanding, reasoning, and perceptual abilities may also expose them to a wide range of favorable and bad events in their home, school, and social surroundings. Although brilliant children often do not have difficulties with their academic or linguistic development, they may encounter emotional or social issues. In addition to their classmates and instructors, gifted youngsters may also have issues with their parents and other family members. Due of their emotional and social issues, gifted children need extra help from their parents and instructors (Morawska & Sanders, 2009).

The dynamic idea of giftedness arises from the interplay of a child's traits with those of their family. Children's social and emotional development is greatly influenced by parents' understanding of these traits and how they approach their development. A kid that grows up feeling content with their existence and raised in a healthy and happy environment is greatly aided by good parental attitudes.

Family plays a critical role in the physical, emotional, and social development of talented children, just as it does for other children (Rudasill, Adelson, Callahan, Houlihan, & Keizer, 2013). Family is the area where a talented youngster discovers purpose in life, claim Sowa and May (1997). According to Clark (2015), children who possess unique abilities that set them apart from their classmates may have detrimental effects on their interactions with family members and in the home.

The fundamental causes of the issues parents face include their lack of a comprehensive understanding of the concept of gifted children, their inaccurate perception of their development, their ignorance of the needs of their children and their incapacity to provide them, their inadequate support of their development, their incomplete planning of their needs, and their failure to demonstrate a suitable parental attitude (Levent, 2013). In addition, parents struggle with the following: ignoring their kids' pleas to hang out with their friends, not making sure they attend social gatherings, providing inadequate educational and financial resources for their child, the fact that spending time with their child is time-consuming and demanding of family members, and helping the kid organize events and activities for gifted kids (Karakus, 2010).

According to Kielwra and Rom (2019) and Witte et al. (2015), parents are essential to the planning and execution of high-quality early interventions, development practices that are long-term and sustainable, and child-appropriate schooling. They are crucial in avoiding and resolving issues pertaining to children's education, and they may have challenges in carrying out their responsibilities while raising children (Morawska & Sanders, 2009; Jolly & Matthews, 2012).

To help children deal with life's challenges and develop a positive self-concept, parents must provide a supportive and nurturing atmosphere (Luo and Kiewra, 2020; Mammadov et al. 2013). There are few studies about the challenges faced by the families of gifted children and their parental attitudes, despite the fact that studies on the educational needs of gifted children and their parents' views of education have been conducted (Morawska & Sanders, 2008, 2009; Pilarinos & Solomon, 2017).

Gifted kids' traits are heavily impacted by social and personal elements from their immediate surroundings, particularly the beliefs and customs of their families and communities. Because of their nature, talented children need an atmosphere that is democratic, creative, empowering, and supportive. Reichenberg and Landau (2009) noted that research indicates that, in addition to a child's genetic makeup, other factors such as family values, aspirations, and other aspects of the home environment also have a significant impact on the child's development. According to Amabile (1996) and Hennessy (2004), high-ability learners' potential to develop into autonomous, creative, and inventive thinkers is significantly influenced by their gifted learning environment. A talented person has to be raised in a suitable, caring atmosphere.

According to this research, a person's family environment is essential to the full development of their gifted potential and talents. According to Tannenbaum (1989), each person's unique giftedness may be fulfilled in a direction and along a route provided by society and the environment, which includes the family environment. The overall family environment, in particular the relationships and communication among its members, provides the basis for children to develop both cognitive and affective components of psychosocial behavior, such as social relatedness and empathy, as noted by Knafo and Plomin (2006) in their study.

The chosen Filipino talented individuals' family environment had a significant effect on both the development of their abilities and the construction of their character, as shown by the theoretical/conceptual framework. Their parents' encouraging guidance had a significant impact on their academic, social, and personal growth. In general, Filipinos value their families. They see the power and motivation that comes from their connection with their family members. In his research, Pawilen (2014) noted that bright Filipinos find motivation to excel in their academic pursuits and other efforts, mostly to support their families. Filipino parents have a significant impact on their children's growth as well. Parents provide the guidelines and standards for every family member. The house is the focal point of life for Filipinos. It offers them a space where they may feel loved, cared for, empowered, and comfortable. Therefore, a talented person's family environment affects their growth.

## 2. METHODS

This research is qualitative in nature. It makes use of a narrative research approach of inquiry, in which the researcher asks one or more people to share tales about their lives while also conducting observations and interviews to learn more about their lives (Clandinin and Connelly, 2000). The family environment of a chosen group of talented Filipinos is described in this study using the narrative research approach. It seeks to characterize the Filipino talented children's socioemotional, intellectual, and physical family environments. It aims to comprehend how the parents' nurturing of the talented Filipino persons was facilitated by the family environment.

I used intentional sampling as my method of participant selection since the main goal of this research is to comprehend a core phenomena, which is giftedness in the family environment. The deliberate selection of people or locations with the data required to comprehend a key phenomena is known as purposeful sampling (Mugo, 2008). Mugo (2008) claims that since this method of selection is adaptable enough to include a range of participants—from people to various places, or any combination of them—it is often used in qualitative research.

Using purposeful sampling, ten Filipino parents of brilliant children between the ages of eleven and twelve were found and chosen to take part in the research. The researcher was able to identify individuals with varying levels of status because to purposeful sampling. Two participant groups were chosen for this study: ten talented children and ten parents, respectively. Parents' codes ranged from PG1 to PG10, while talented pupils' codes ranged from SG1 to SG 10.

Participants who were gifted students were chosen based on the following standards: They come from a variety of backgrounds, including Science, Mathematics, Language, Social Sciences, and Humanities; they are among the school's top graduates; they have remarkable gifts and leadership qualities; they have won various academic honors and recognition from both their institutions and the local community.

Parents of students participating in the fifth and sixth grades at the chosen school were contacted to have their kid participate in the study as part of an intentional sampling process. Additional selection criteria were used in order to help reduce the sample size to a reasonable amount: either sex is equalized; lower to middle class income group; and full parents.

Three participant interviews were employed in the research to gather and examine participant accounts of their lived home experiences. Every interview was done with the present parents. After the school year ended, each interview lasted for twenty to thirty minutes. The interviews were conducted in the house, the school, or any other convenient location. The school grounds served as the venue for the first round of interviews. The participants didn't appear any less at ease in this familiar environment; in fact, I believe they were at ease simply being at their school. The participants' homes or any other convenient location served as the venue for the second and third interviews. Once again, none of the participants seemed to be adversely affected by this, since they all appear to be at ease in their homes. Since we had developed a trustworthy connection, my job as the interviewer provided further comfort, allowing the students to be candid in our conversations.

Every participant was interviewed three times in total. Through the use of open-ended questions to facilitate conversation, participants were given the chance to go into great detail about their educational experiences. Van Manen (1990) states that a typical error made in phenomenological interviews is to lose focus on the research issue under investigation. For this reason, the researcher utilized a methodology to direct the interviews. Both interview notes and audio recordings were used to record every interview.

Throughout the whole investigation, data analysis was a continuous and evolving process. Although there was a procedure in place, it was flexible enough to allow for a more cyclical approach (Lundsteen, 1987). In this research, information from interviews was used to assist formulate or create questions for follow-up interviews. After then, the data was examined to try to focus on specific themes and responses to the study question. According to Lundsteen (1987), the cyclical technique took the form of transcribing the raw data and examining the transcriptions in search of meaningful units. In an attempt to focus the data on meaning units that were important to addressing the study topic,



keywords or essences were then given to the meaning units. The development of themes was then achieved by clustering these essences and pertinent meaning units in an attempt to comprehend the phenomena of giftedness in elementary school. But even after that process was finished, the meaning units and transcribed data were constantly reviewed to confirm and record participant experiences that would reinforce the themes and essences that were being reported.

Giorgi (1979) proposed a descriptive phenomenological data analysis process that involved reading the data carefully to get a sense of the whole, developing meaning units, getting rid of redundant information, developing the essential elements of the situations and experiences, and then integrating the newfound understanding into a description of the experience.

### 3. RESULTS

Experiences of parents with giftedness and gifted children

Themes categorized as to the experiences of parents are as follows: parents exhibit (and need) a keen sense of humor; the intensity of parents can lead to stress; parents yearn for positive relationship with their children; and parents feel alienated and alone.

Theme 1. Parents exhibit (and need) a keen sense of humor.

I have seen parents who say they are unable to take any more "why" or "how come" from their kids. It's inspiring to watch how eager these kids are to learn, yet raising smart kids can be demanding.

Theme 2. The intensity of parents can lead to stress.

It should not be surprising to learn that parents of brilliant children often have traits similar to those of their offspring: they are very expressive, driven, inquisitive, emotionally invested, highly perceptive, high-spirited, meticulous, and intense. Parents also have a tendency to get too engaged since they are brilliant and caring individuals. Organizations that are cultural, religious, and community-based are in need of their leadership abilities. They enroll in higher degree programs because of their curiosity and desire to succeed. Volunteer possibilities arise from a concern for others. Lofty aspirations and idealism breed perfectionist tendencies, which cause stress and shame when one doesn't achieve the ideal. Many parents balance the time they spend giving their kids options outside of school in community groups, sports, or the arts with the more complicated obligations they face at work. The adults' time to attend to their own physical, spiritual, intellectual, and emotional needs is limited by these constraints.

Theme 3. Parents yearn for positive relationships with their children. Building strong relationships is essential to creating a productive, compassionate, and useful member of society. Communication and role modeling help to build relationships. Parents' relationships with other adults set an example for their children and are crucial to their own wellbeing. In today's fast-paced environment, building connections is fraught with difficulties.

Theme 4. Parents of gifted children feel alienated and alone. They can pick up new skills on their own and have excellent cognitive abilities. Gifted kids may pick up reading and writing skills before they ever attend school. Reading habits and exposure to literature that are more sophisticated might be the cause of this. It could also be the result of an increased awareness of syntax and the capacity to infer meanings from unfamiliar words when they are used in context.

Characteristics of gifted children in terms of high intellectual ability,  
exceptional talent, and outstanding leadership skills

This study discusses three aspects of a gifted student: high intellectual ability, exceptional talent, and outstanding leadership skills. The comments of students are infused in the discussion.

Excellent Cognitive Capacity. They can pick up new skills on their own and have excellent cognitive abilities. Gifted kids may pick up reading and writing skills before they ever attend school. Reading habits and exposure to literature that are more sophisticated might be the cause of this. It could also be the result of an increased awareness of syntax and the capacity to infer meanings from unfamiliar words when they are used in context.

Outstanding Ability. They come up with unique concepts. A youngster that is talented may think creatively, use abstract thinking, and integrate concepts from several fields. In an educational environment, the youngster may not be content to learn only what is required to pass a test or finish an assignment. There may not always be the time or background knowledge available at home to address questions.

Excellent Capabilities as a Leader. They have developed ideals and have strong emotions. These kids could have strong opinions and sentiments about subjects that are significant to them. They may also be more sensitive to the thoughts and emotions of others. This does not always equate to understanding how to handle this knowledge via the proper social channels, however. They have a manner with people.

Suggestions of parents in enhancing home environment and teaching of gifted children

Theme 1: View it as an adventure. Parents who have raised brilliant children have often characterized their experience as a journey that may be so unexpected and shocking that it can sometimes lead to complete disorientation.

Theme 2: View it as information. A link develops between us as we raise our children and gain more knowledge and experience. It is devoid of preconceived notions and is based on the highest levels of awareness, trust, and knowing without passing judgment (about ourselves, about parenting). It expresses itself assiduously and firmly.

Theme 3: Handle it with judgment. All of the parents of gifted children in our sample had the trait of closely observing how each talented kid develops and making an effort to identify each child's specific requirements (in the numerous environments in which they interact and live).

Theme4: View it as a socializing process. Acquiring the ability to navigate the many social establishments that their kids encounter demands a unique blend of perseverance, immense good fortune, and astute diplomacy.

#### 4. ANALYSIS

There are several definitions of giftedness, and no one description is accepted by everyone. Definitions frequently direct and impact important decisions in education, depending on the context. Examples of these decisions include figuring out who qualifies for gifted education programs and services, what kinds of giftedness will be addressed (like particular skills in a subject like math), and when the services will be provided. In order to provide gifted kids' parents or professionals who deal with gifted children the proper direction and support for their social-emotional development, it is critical to comprehend the many classifications and what they imply.

Children are categorized as gifted on a basic level if they have a high level of intellectual ability(ies). Usually, gifted tests and evaluations are used in conjunction to identify talented individuals. The requirements for giftedness vary depending on the state, school district, and individual, since the government does not enforce gifted programs in schools. They may simply provide a partial response to the prompt or go off topic in a school essay. A youngster may approach problem solving in a mathematics classroom in a different way from what the question asked.

It's critical that educators have patience in both circumstances and refrain from chastising or punishing the student for disobeying instructions. Future tasks may get less effort as a consequence of this, which might lower self-esteem and morale. Instructors may also observe that talented kids prefer to work alone and have a tendency to lose themselves in their thoughts.

A boldness and an unquenchable delight that transcended the immediate demands—and often messy business—of raising their finest children was mentioned by parents as well as a deep and unwavering belief in their children. In the midst of variety and unchecked complexity, everyone had discovered a deep sense of purpose; but, this clear purpose and assurance had to be earned.

There are much fewer brilliant children than 1% of the population. Their exceptional sensitivity, unique capabilities, remarkable cognitive processing capacities, and distinctive intensities set them apart.

Each kid has a complex combination of these characteristics that result in an unusual arrangement of remarkable, often unexpected methods (and degrees) of understanding, innumerable ways to express oneself, a highly specific interior experience, and perhaps puzzling ways of knowing things.

Every family has a distinct culture, and the talented children raised in those homes will be shaped and influenced by that culture. As a result, it is very challenging to make generalizations about the experiences of talented children and to make any kind of precise predictions about their requirements. Even while they share many fundamental characteristics (Jackson, 2014), each child's development trajectory and individual experiences are quite different from one another.

#### 5. CONCLUSION

The cognitive intricacy and specific character attributes of the talented produce distinct experiences and consciousness that set them apart from ordinary kids. The most recent research indicates that several parents have said that their talented kids seemed to have a natural sense of right and wrong. Numerous instances exist when brilliant kids have spoken up against injustice, aided and protected disabled kids, preserved resources, attended to the emotional needs of others, been really angry when a classmate is made fun of, etc. (Silverman, 2011). According to the findings of these studies, one of the main characteristics of talented people is their moral sensitivity, which is crucial for the wellbeing of society as a whole. However, if the brilliant and talented children's unique ethical views and ideals are disregarded or managed improperly, there is still uncertainty for the parents and instructors about how to address the resulting issues. If we accept the idea that education plays a significant role in the process of forming social values, then we can draw the conclusion that the primary responsibility of educators and teachers is to help young people become good and moral members of

society by preparing them for community life as well as for the labor market. A quality education must figure out how to strike the correct balance between aptitude, values, and knowledge.

Students that are gifted may be more adept in the arts, music, dancing, academics, creativity, and/or leadership. In the future, the following has to be taken into account at home and at school: Condense the curriculum and provide extracurricular pursuits. Give brilliant kids interesting surroundings and curriculum that meets their physical, mental, emotional, and social requirements. Permit the pupils to swiftly go from the mandatory course material to more complex subjects. Give intellectual rigor a chance.

Put into practice a curriculum with several levels and dimensions. To address variances in the rate, depth, and speed of learning, differentiate the curriculum. Because of this, every student in the class will be able to learn about a particular topic by working on projects that correspond to their skill level. Students with varying skill levels might be given various kinds of assignments, for instance, if they are studying the state of Delaware. Every student has the opportunity to share what they have learnt with the class as a whole at the end of the session.

When it comes to the curriculum, be adaptable. Benefit from real-world experiences that may help all students solve academic problems via problem-solving techniques. For instance, you may utilize the approaching storm to teach your kids. Different activities may be assigned to students with varying abilities, such as identifying the materials of a storm, forecasting the volume of water, or identifying the landfall, the location, and the damages. Make the students the focus of the program. Give talented students the chance to participate in the curriculum-making process so they may get experience in self-learning. Build the curriculum around the interests and learning requirements of the pupils. Permit students to work on autonomous projects that are relevant to their own interests. Depending on a person's skill level, independent tasks may be assigned. Encourage exceptional pupils to think creatively and independently. Permit them to investigate innovative methods of tying disparate topics together.

Permit talented kids to take charge of their own education. Tell them to go ahead and tackle difficulties using talents they don't know. Instead than focusing on the final product or successes, promote studying for its own sake to assist kids understand the significance of acquiring information in their life. Instruct students in research methods for obtaining information, higher order thinking techniques for analyzing it, creative problem-solving and innovative thinking for adaptability in approach and information creation, and communication techniques for disseminating it.

By demanding the best of your pupils, you may try to bring out the best in them. Urge them to go forward as fast as they can. Help them create initiatives that will enable them to succeed gradually. Engage students in participatory learning. Encourage your pupils to collaborate, impart knowledge to one another, and take an active interest in their own and their peers' education. Note: This is not to say that talented kids should teach their peers in the classroom; rather, it means that gifted kids should be pushed as well. Collaboration among students should be prioritized in the classroom. Assemble talented students at a table inside the usual classroom and fulfill their special requirements with advanced content, additional recommended resources, and modifications.

Examine a variety of perspectives on current issues and give yourself time to assess and understand the information. Permit contentious discussions and open forums on many topics in the classroom. As a teacher of talented students, be proactive. Speak out on favor of talented pupils. Make use of specific training to make sure you can satisfy the demands of pupils who are academically bright. Communicate your hobbies to all kids in order to broaden and enhance their world. Think about working in groups, collaborating, and consulting with other educators. Make use of the expertise, abilities, and assistance of other professionals or educators working in the schools.

Give brilliant kids the chance to collaborate on projects or compete with other bright kids in their grade level and school to foster social interactions.

Urge talented pupils to engage in extracurricular learning opportunities that require academic abilities. Teams in arithmetic and debate are two examples. It's crucial to encourage bright kids to utilize their skills and abilities for good rather than bad, since they are often born leaders. Encourage the talented kid to seek for office in the student government or in another extracurricular activity, for instance. Engage pupils in scholarly competitions. Talented kids are often inherently competitive. Thus, it will be enjoyable to take part in local and national contests like science fairs, essay contests, and spelling bees. Permit talented kids to write and publish a newspaper for the class to read. This entails helping kids recognize their unique talents and the education required to realize their full potential.

Establish personal objectives. Assist students in formulating their own objectives and ensuring that they are aggressive, realistic, quantifiable, detailed, and time-bound. Make sure you avoid having unrealistic expectations. Think about what parents have to say about their talented children's schooling. Never forget that brilliant kids are just like other kids in the classroom in a lot of ways. Don't put talented kids under excessive strain or with false expectations. As required, attend to each student's counseling needs to promote emotional development. Anger, boredom, bullying, delinquency,

loneliness, melancholy, peer relationships, perfectionism, school abandonment, stress, frustration, and underachievement are among the problems that some brilliant adolescents face. Gifted kids struggle emotionally. Keep in mind that talented kids could not succeed in every endeavor. In some sections, they can be in front of other pupils and in other areas, behind. Recognize the youngsters in your class's assets and shortcomings. Be sure to give talented kids additional work if they complete their homework early. They find this to be unfair and annoying. To just provide more of the same would be to impede future learning. When kids finish an assignment early, let them concentrate on solo projects or other incomplete tasks instead. If a kid attends resource rooms, ask the expert how to make everyday assignments more engaging. Refrain from punishing the youngster for attending an extra class. Have a different student in the usual classroom do the assignment and notes for him or her. Make sure that both normal and brilliant kids have plenty of opportunity to interact with others. Certain talented kids can need assistance in acquiring social skills. Look for each child's enthusiasm and individuality. Instead of showing their endowments in terms of overall intellectual ability or particular academic skills, children may display them at non-typical levels. Remember that each kid will have unique demands.

Arrange materials so you can spend more time working with specific kids and allowing them more influence over their learning environment. It may be beneficial to employ community resources, supplemental literature and learning aids, and community people with particular expertise as mentors.

Create and maintain a welcoming, friendly classroom environment. Instruct your students to respect and value individual differences and diversity. Create an atmosphere where the youngster may show off his or her ability to study and perform. It is the goal of educators to provide an open, personalized, noncompetitive classroom environment where each student may study at their own pace.

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