



# Early Childhood-- Programs and Identification

# Asynchronous Development

- Giftedness is *Asynchronous Development* in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm.

- Columbus Group



# Asynchronicity

- Recognition and acceptance of the child's internal differences is essential.
- These differences likely include:
  1. emotional intensity
  2. unusual awareness and tolerance of complexity and paradox, and
  3. potential for extraordinary development.

# Asynchronous Development

- 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 for them to develop optimally.

# Hi-Cap Learner, an analogy....

REGULAR ED ....is like feeding an elephant grass, one blade at a time.



# To a HI-CAP learner....

- Not only will he die of malnutrition before you can get sufficient food into him, he is unlikely to realize you are trying to feed him at all.
- That single blade of grass is simply too small to notice.

# The Hi-Cap Learner....

**INSTEAD... Hi-Cap kids are like a multiple-window computer:**

**Many gifted children work on several unrelated problems at the same time..**



# So, HIGHLY CAPABLE Kids are also...

At risk for:

- Boredom
- Frustration
- Depressions





# HIGHLY CAPABLE PRIMARY Kids Demonstrate...

## SOME OF THESE OBSERVABLE CHARACTERISTICS

- Earlier developmental milestones.
- Develop skills faster.
- Intense curiosity—constant stream of questions.
- Learn quickly and remember easily.
- Super-high energy level.
- Highly sensitive and perfectionistic.

# OTHER CHARACTERISTICS to OBSERVE....

- Express curiosity about many things.
- Ask thoughtful questions.
- Have extensive vocabularies and use complex sentence structure.
- Are able to express themselves well.
- Solve problems in unique ways.
- Have good memories.

# CHARACTERISTICS to OBSERVE....

- Exhibit unusual talent in art, music, or creative dramatics.
- Exhibit especially original imaginations.
- Use previously learned things in new contexts.
- Are unusually able to order things in logical sequence.
- Discuss and elaborate on ideas.
- Are fast learners.

# CHARACTERISTICS to OBSERVE...

- Desire to work independently and take initiative.
- Exhibit wit and humor.
- Have sustained attention spans and are willing to persist on challenging tasks.
- Are very observant.
- Show talent in making up stories and telling them.
- Are interested in reading.

# MOST EFFECTIVE Identification...

- Variety of approaches....
- Over an extended period of time and place...
- Testing may not provide reliable picture due to asynchronous development (rapid and variable).
- Instead, keep anecdotal record, **including from parents....**
- Maintain a portfolio of child products (lego, inventions, stories, diagrams, art)

Smutney (2000)

# Best Practices: Primary Hi-Cap



# Best Practices—all young children

1. **Environments that are least restrictive.**
2. **Services that are family-centered.**
3. **Service delivery that is collaborative.**
4. **Practices that are both empirical and value-driven.**
5. **Practices that are both developmental and individually appropriate.**

---The National Association for the Education of Young Children (NAEYC)

# **I. Environments that are least restrictive:**

**Activities and projects should be  
student-centered and student-driven.**

**Provide more time to go into depth.**

**Nurture interests.**

**Provide time to work with another adult  
(librarian, mentor, parent)**



## **2. Services are Family Centered**

- **Parents are the first to recognize precocity.**
- **Can help thoughtfully plan individualized instruction.**
- **Parents can provide the “back story”; ask them to complete an interest survey on their child.**

# 3. Service Delivery Is Collaborative

- Classroom teacher works closely with any/all specialists to provide for the special needs of each child.

## **4. Practices Are Both Empirical And Value-Driven**

**Professional development significantly  
increases :**

- Teacher ability to identify high ability and
- Meet individual learning needs.

## 5. Practices Are Both-- Developmental and Individually Appropriate

- Gifted child may be able to move more quickly from concrete to abstract thinking. (Piaget)
- Teachers-- identify those strengths and interests and provide opportunities to construct new understandings **at the child's own pace.**

## 6. Classrooms should **INVITE INQUIRY!**

- Create a room that invites inquiry (pictures, books, areas for music, art, and a variety of materials);
- Use thematic instruction to connect content areas;
- Make a wide range of materials available;
- Arrange for activity centers for self-initiated projects;
- Have flexible seating arrangements;
- Offer attractive, lesson-related activity options for students who finish work early;
- Vary the atmosphere of the room through music as well as opportunities for creative movement, mime, dance, singing.

-Smutney 2000

## VIEW NANCY HERTZOG'S SLIDES AND RESOURCES.

- <https://www.dropbox.com/sh/9s13g9pe558gtil/JqoGELjg1G/Hertzog>