



Inclusive education for gifted children and competences for teachers

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Research questions

How can (future) teachers in primary schools meet the educational needs of gifted children?

1. What knowledge and skills are needed to teach gifted children?
2. Which educational arrangements are effective in meeting the educational needs of gifted children?

Method

Instrument: questionnaire with open and closed questions

Respondents: 344

- 75.9% parents
- 24.1% teachers

Children

- 80% of the children attend regular primary schools
- Almost 17% of the children attend special gifted education

Teacher

- 89% work in regular primary schools
- 8.4% work in special gifted education

Questionnaire

1. Knowledge and skills for (future) teachers

For example:

What skills should a teacher have to meet the educational needs of gifted children? Choose from a list of items.

(Likert scale, 1 = very important and 4 = not important)

- Recognizing giftedness
- Enrich the curriculum
- Contact with parents
- Classroom climate
- Etc.

Results

- **What knowledge and skills are needed to teach gifted children?**
- Most important skills and knowledge for teachers according to parents and teachers

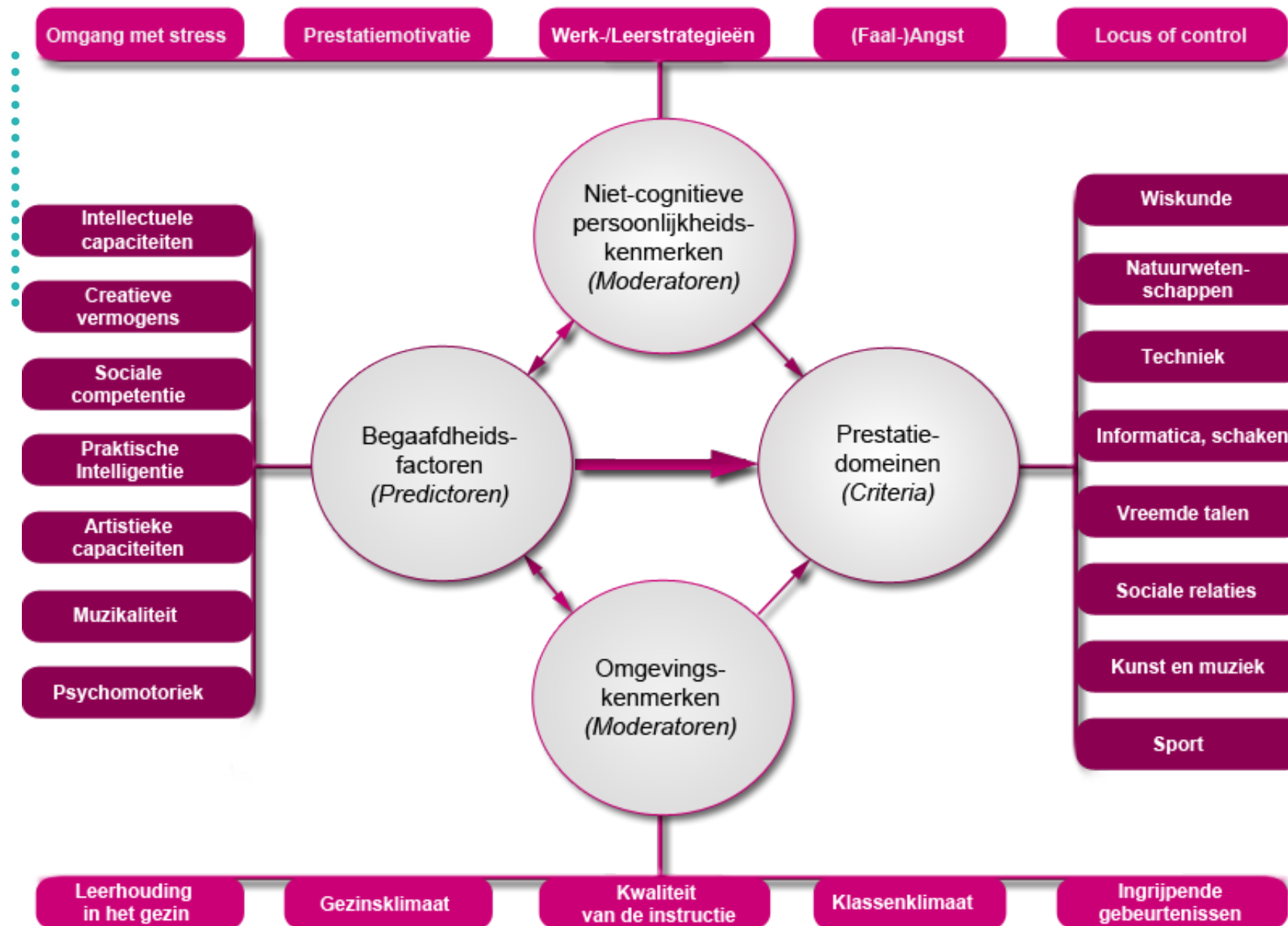
Skill	Percentage	Knowledge	Percentage
Accepting	41.6%	Detection	33.7%
Recognition	20.3%	Characteristics	20.9%
Social climate	8.7%	Learning	20.1%

Conclusions

How can (future) teachers in primary schools meet the educational needs of gifted children?

1. Pay attention to recognition and acceptance of giftedness
 - Theoretical models (Heller, 2000, in Drent & van Gerven, 2012).
 - Profiles of giftedness (Betts & Niehart, 1988; 2010).

Heller (1992; 2000)



Bron: Landelijk Informatiepunt (Hoog)begaaftheid PO

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Profiles of gifted children in the classroom

Betts and Neihart (1988, 2010)

Profile	Child	Teacher
The Successful	<ul style="list-style-type: none"> - good grades - others approval 	<ul style="list-style-type: none"> - coach to be autonomous - learn to learn
The Creative	<ul style="list-style-type: none"> - challenges teacher rules - poor self-control - creative 	<ul style="list-style-type: none"> - give enriched materials - make aware of qualities - coach social skills
The Underground	<ul style="list-style-type: none"> - denies talent - rejects challenges - is socially 	<ul style="list-style-type: none"> - accept child - make aware of qualities - give enriched materials
The At-Risk	<ul style="list-style-type: none"> - low academic achievement - frustrated by the school system 	<ul style="list-style-type: none"> - coach self-esteem - make aware of qualities - learn to learn
Twice/Multi Exceptional	<ul style="list-style-type: none"> - difficulties in learning 	<ul style="list-style-type: none"> - give successful experiences - individual program
Autonomous Learner	<ul style="list-style-type: none"> - effective worker - intrinsically motivated - high self-esteem 	<ul style="list-style-type: none"> - accept the giftedness - give enriched materials

Conclusions

- **How can (future) teachers in primary schools meet the educational needs of gifted children?**
- 2. Adaptation of the curriculum for gifted children
- 3. Teach children how to learn
 - Develop growth mindset (Dweck, 2006)
 - Learn meta-cognitive skills and learning strategies
 - Coach children in a Solution-Focused way in their learning
- 4. Contact with parents
 - See parents as a partner and an expert of the child

Discussion

Respondents have daily experiences with gifted children:

- expertise is very good
- Opinion may be coloured by (negative) experiences.

No children are respondents:

- In future research recommended to ask the opinion of the children themselves: what do they think is important to meet their needs?

Recommendations

Recommendation for teacher training institutes:

1. Pay attention to characteristics and educational needs
2. Work with appropriate teaching materials
3. Coach these children and their meta-cognitive skills in a Solution-Focused way

Inclusive education =

a positive and encouraging attitude, recognition and acceptance of the child, really see and talk with the child, focus the child on his talents and make the child responsible for his own learning.

→ In this way, teachers are able to meet the educational needs of gifted children as well as the needs of the rest of the class!

Literature

• Betts, G. T. & Neihart, M. (1988). Profiles of the gifted and talented. *Gifted Children Quarterly*, 32, 2

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