

# **A Profile Portraying a Contemporary Young Gifted Child**

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## **Abstract**

This case study highlights the extensive range of a young gifted child's abilities and characteristics. Kate is 7 years old and has been formally identified as being highly gifted. When she started school (on her 5th birthday) she was already a fluent reader and writer. She learned to speak at a very young age, and demonstrates her knowledge with great confidence. Kate uses vocabulary that would be typical of children that are 3 or 4 years older than she is and her capacity to process and reason is very mature for her age. Kate's artwork is exceptionally advanced with great depth to her attention to detail. Through examples and the lens of Gardner's Multiple Intelligences theory, the researcher has illustrated how Kate can be identified as universally gifted, not just academically through a traditional intelligence test, but in her creativity, artwork and sporting abilities.

## **Introduction**

The purpose of this article is to recognise and identify some of the early signs of giftedness in young children and illustrate real examples through a case study approach of a highly gifted 7-year-old girl called Kate. Sharing case studies can raise profiles of gifted education and advocate for gifted children. The report begins by building some background information around Kate, explaining my methodology, and providing a brief education overview. The case study will demonstrate how a mainstream school and the parents have catered for Kate's learning since she has been identified as gifted and make relevant links to Gardner's multiple intelligence theory.

In conducting this child's profile the researcher adhered to the Massey Code of Ethics for Human Participants (Massey University, 2007) to ensure the participant and her family had the right of respect, confidentiality, and anonymity. The researcher provided a written information sheet about the requirements of this report for the parents and the child. The researcher gained signed consent from the parents and signed consent from the child and only worked within Kate's home environment.

Pseudonyms have been used throughout this discussion to protect the privacy of the individuals and institutions. Quotations not otherwise cited are from observations and interview transcripts from the researcher who functioned as a participant observer.

## **Methodology**

The researcher met with Kate and her family at their home on several occasions between September and October 2008. The first time the researcher interviewed the parents, gaining an understanding of Kate's abilities from a parent's perspective and building some background knowledge about Kate. On another occasion, the researcher spoke mainly with Kate, talked about some of her experiences within a mainstream class, and observed some of her abilities in reading and writing. Kate shared with the researcher some of her learning experiences from various early childhood settings that she had belonged to, as well as current examples of schoolwork, artwork, and extra curricula activities.

The researcher has drawn on a variety of checklists sourced from Rogers (2002) to identify how motivated Kate was at school, and in particular learning areas such as reading and the arts.

Eighteen months prior to my interviews, an educational psychologist formally assessed Kate using the Stanford Binet Intelligence scales (5<sup>th</sup> ed.). The psychologist described Kate as being universally gifted from academic through to sports, music and the creative arts. Kate's overall score fell within the top 0.1% for children of her age. Kate's Intelligence test (IQ) score was 145 at the 99.9<sup>th</sup> percentile. There were 10 subtests that contributed to this score and all of them were in the above average to very high category. Her assessments indicated her abilities to think at a level equivalent to the average for children several years older than her. It was stated by the psychologist that because Kate was only 5 years of age when she did the testing, there was no certainty that her IQ score would be the same if she were tested years later.

## **Journey from early childhood to primary school**

Kate was enrolled 4 days a week within an early childhood setting since she was about 12 to 15 months old. The parents really only had the older brother to compare development with so they didn't see Kate as anything different apart from being very clever at doing things. Because Kate's brother had the same characteristics, Kate's parents thought that all children developed much the same as their own. Kate attended a number of early childhood centres due to the family shifting around, so there were never long periods of time at any one place. In some areas this has made it difficult to see continuity through Kate's learning. It wasn't until a couple of early childhood teachers started identifying some of Kate's unique abilities to the parents that they really began to look into things a bit more seriously. They then started comparing Kate to other children her age. Kate's parents believe Kate's speech and vocabulary was probably one of the early signs of giftedness. She could clearly speak a lot of words and form sentences well before other children of similar age. Kate could also master problem-solving strategies very quickly at a young age. Kate's use of colours, spatial awareness, conceptualisation, vocabulary and sarcasm were also other indicators of advancement that early childhood teachers had observed.

Kate was enrolled at a public school at the traditional age of 5 and was informally nominated by her parents as being bright and it was left at that. It soon became apparent to the New Entrant teacher that Kate was achieving well above her peers and the teacher highly recommended to the parents to have Kate formally assessed and identified. The assessment was carried out when Kate was 5 years 9 months.

At the time of my research, Kate was the only child at her school to have been formally identified as gifted. Kate was in a class with year 3 and 4 children and her same aged peers were at year 2. Kate was placed in the top grouping in both Reading and Maths, working mostly with the more able Year 4 students in these two areas.

## **Kate's Characteristics**

### **Recognising advanced development in young children**

Since Kate was such a young age, at the time of this study, it is important to acknowledge some of the gifted characteristics that can occur at a young age. One of the most defined characteristics of young gifted children is the advanced thinking and language skill that they can demonstrate (Porter, 1999). Young gifted children will often have wider and deeper knowledge than average learners. One of the reasons that children acquire more knowledge is they are more efficient or faster at storing information in their memory. Porter (1999) notes that knowledge acquisition is helped when children use language early. Some children begin to read, write or use advanced numbers as they progress through the ages of 3 and 4. This helps gifted children to acquire knowledge earlier than other children and is considered advanced for their years. Gifted children are not only efficient at storing information but also more efficient at retrieving it. They have quick and accurate recall, which allows gifted children to show competence in a skill that they were taught some time ago (Porter,

1999).

## Early reading and writing

As indicated, Kate showed early signs of reading. It is evident through research that early readers often are highly gifted (Gross, 1993; Harrison, 1995; Porter, 1999). Davis and Rimm (1998) point out young gifted children “not only talk and conceptualise at an advanced level, they may learn to read at age four or even three” (p. 31). Porter (1999) also notes that early reading reliably differentiates between mild and high degrees of giftedness, with many exceptional readers beginning by their third birthday and continuing to build a love for reading throughout childhood. Kate was beginning to read between the ages of 3 and 4. Her parents said that she always liked to have a book read to her or she would often sit and read by herself. Although no formal records have been kept of Kate’s reading abilities when she was young, it was evident at the age of 7 that Kate is exceptionally good at reading. Her Stanford Binet assessment showed that her reading ability was at the age level of a 12 year old (Taylor, 2007).

Through our discussion, Kate talked about a number of favourite books, she could remember the author’s names, title of books and also identify which ones had sequels. She also knew which authors she would like to read more about such as Enid Blyton: *The family collection* (2002). When asked which books Kate had read but would like to read again she thought the ‘Magic School Bus’ series were quite good because they had lots of chapters. Kate was also quite fond of Roald Dahl, and listed many of his books that she had read and would read again.

Kate also demonstrated her writing abilities at a young age and could form the letters of her name when she was 3 years of age. At 3 she could also grasp the idea of lower and upper case letters. She was able to use a capital letter to start writing her name. She also showed good knowledge of the alphabet letters and knew the sequence in which they flowed. At the age of 3 Kate was able to connect the dots to form the sequence of the alphabet.

## Speech and language

Kate’s articulation was really advanced as a young child. Her parents could understand her words very clearly, they were well formed, no baby words or use of substitute words such as choo-choo for train. Harrison (1995) points out there are a number of aspects of language development which characterise the gifted child. These include things like early speech, the use of complex sentences and extensive vocabulary, interest in the sound of language and creating rhymes and stories. Davis and Rimm (1998) suggest that advanced language skills come about from advanced cognitive skills such as abstract thinking ability.

## Physical development

Kate’s early physical development in her first year was consistent with the same aged children. She began walking at about the age of 12 to 13 months. Therefore, at this stage there were no indications of early physical development. However, from about the age of 1 Kate’s physical development began to increase noticeably. At an early age, she was able to use her fine motor skills to control pencils and pens to write, draw and paint. Her gross motor coordination increased through participation with gymnastics. As Kate has become older, her physical development has had an effect on her performance. At the time of my investigation with Kate, she was involved with swimming once a week, and in the top swimming squad with children aged 10 years old. Again, Kate demonstrates her strengths of commitment and perseverance to an activity. However, because Kate was swimming with much older children, who have a bigger body weight than her, Kate was physically tired out, just trying to keep up with the same swimming drills or routines that the older children do. Therefore she doesn’t always have that extra energy to perform at her peak.

Kate also participates in gymnastics once a week. Again, there were some physical demands such as flexibility that do not match Kate's physical age level. Therefore, she had peaked at this sport until her body can physically catch up.

## Thinking skills

Kate likes to play board games. She started playing "Bingo" and "Snakes and Ladders" when she was three. "Yahtzee" is a favourite, and she likes "Triple Yahtzee", mostly because the maths at the end is more complex. She started playing this game at about the age of 4. Kate explains how to play "Scramble" which is a derivative of the game "Scrabble", but without the board. The focus is on the words and how clever, interesting and long they can be. Speed is also a big part of the game, as it puts pressure on the players to form words promptly. According to Kate "Battleships" and "Hangman" are considered boring, sometimes they might be started but they are never finished. Kate understands and develops the understanding of the rules to games very quickly and will want to play the game repeatedly until she has the game 'perfected'. Her game preferences indicate that she likes games that require thought and skill.

## Perfectionism

Kate showed signs of perfectionism while showing some examples of her earlier written work. Kate picked up spelling mistakes and was about to make changes until she realised there was no point. "Perfectionism is almost an 'occupational hazard' with gifted children" (Johns Hopkins University Center for Talented Youth, 1994, p.19). Gifted children are often described as having a trait of perfectionism by setting high standards for their own performance. Often they are far more demanding on themselves than what their parents or teachers would ask of them (Clark, 2008). "Gifted children can turn into intellectual perfectionists even when they are not being pressured by others, simply because they begin to equate acceptance and approval with high achievement and consistently successful intellectual (or creative) performance" (Johns Hopkins University Center for Talented Youth, 1994, p. 18).

An important point that Kate's parents have identified is that Kate likes to know that she will succeed at something before she gives it a go; this is becoming more evident as she becomes older. "Perfectionists will often avoid experiences that pose a risk of failure" (Ministry of Education, 2000, p. 23).

## Sensitivity

Kate shows emotional concern for other people such as when a natural disaster strikes. Heightened sensitivity to others and the ability to empathise are another distinguishing characteristic of young gifted children (Harrison, 1995; Schmitz & Galbraith, 1985; von Karolyi, 2006). Kate's parents have recognised that it is important to put things into context for her, as her understanding and lack of maturity do not always connect together. Kate's parents used the example of September 11, United States World Trade Centre disaster, and explained how Kate kept seeing the plane on television flying into the twin towers. She thought that there had been many planes and buildings rather than just the one episode being repeated. Her parents had to talk this through and explain about how this actually was.

Through discussion, Kate said she wanted to learn more about what happens in a hospital. She said the reason why she wanted to know this was because her brother was in hospital and she got really worried about him. Harrison (1995) goes on to note "the certain distress experienced by young gifted children in relation to the difficulties of others, in response to news items, stories and in real situations, can be unexpected and at times disconcerting" (p.41).

Through Kate's written work, she also expressed signs of sensitivity. As part of a school written

exercise she had written:

*I am confident about talking in pairs and groups. I have talked in front of the schools parents and the class before, but I'm still not too confident about it, because strangers are strangers and they could laugh at me and hurt my feelings.*

This example clearly demonstrates her concerns about what other people might think of her, which reflects on her overall confidence. Kate will have a go at most things academically, but when it comes to the sporting events, she is not so willing to take the risks. Kate is aware of the physical challenges or consequences of what will happen if she falls off a beam from a certain height, it will hurt. The fear factor is quite a strong feature for Kate.

## **Humour**

Another example of gifted children's advanced cognitive and language ability is their early appreciation for humour (Porter, 1999). Harrison (1995) supports this by identifying that a strong sense of humour is a typical characteristic of young gifted children. Kate has a great sense of imagination and humour; this is demonstrated through her story writing, poetry, plays, artwork, games and constructions. Kate has never had an imaginary friend, which can be quite common with gifted children (Galbraith & Wentzel, 2001). However, her imagination runs wild with many imaginative characters in her stories and writing. Kate's Mum made the comment to her teacher "not to believe everything that Kate says," meaning some of her stories that she writes are not always true.

## **Creativity and Imagination**

Gifted children also demonstrate a high degree of creativity and imagination (Harrison, 1995). This is evident through their creative use of language, play things and artwork, as well as their creative responses to rules and restrictions. Through Kate's creative expression, she is often willing to take on a challenge. An example of this is captured when Kate entered a Poetry competition in the local paper and won the Under Fourteen section with the poem below.

### ***KORU***

*The Koru is soft  
Like a shaggy sheep  
The Koru spirals  
Like a scary tornado*

*The Koru grows into  
A lovely silver fern*

The poem was published into a booklet with a number of other poets. The judge said the poem was small, "but sometimes we can say so much in a few words" (Ogier, 2007). She said the three stanzas described comfort, fear and beauty "it was splendid for a six year old" (Ogier, 2007).

Kate's parents made the observation that Kate often comes home and creates a book with stories and pictures in it. Kate likes to participate in art and craft activities, again willing to give anything a go. At the age of two and a half, through her drawing, Kate was already able to show the formation of a person with facial details, such as eyes, mouth, nose and hair. The body was identified as well as arms and legs. This drawing demonstrates well-advanced fine motor development skills. Hall and Skinner (1980) suggest that gifted children are those for whom development is 30 per cent more advanced than would be normally expected. Hall and Skinner (1980) identify that normal development of about 60 months (5 years) can draw a recognisable person with body. As a comparison, gifted children are able to do this at forty-two months (2 years). Building on this framework, it is evident that Kate was showing early signs of giftedness through her drawing by attention to detail, high

observant skills and spatial awareness. Even though Kate had drawn the head bigger than the rest of the body, the facial features were scaled consistently with the size of the head. Cyril Burt (1940), a British psychologist, was one of the first to specify in detail a series of developmental stages for drawing. His aim was to establish some norms of human intelligence for testing purposes (Engel, 1995). Burt's development stages are similar to those of Hall and Skinner (1980) therefore supporting the advancement of Kate's work.

Kate's drawing clearly demonstrates early signs of giftedness; this has become more evident as she has become older. Her current drawings of animals clearly define not only the main features of each animal, but also the really fine features such as the hooves on the horse, paws on the dog. Kate has also drawn a dog in a sitting position, which according to Engel (1995) is something that would be evident in late primary- ages 7 to 10 years.

## **Learning styles**

Gifted learners also have preferred learning styles. How gifted children learn is often identified as typically different from other children (Porter, 1999). Because gifted children are able to utilise the flexibility of their learning style then this can lead to success.

## **Perseverance**

Kate shows perseverance at activities. She likes to ask many questions about why and how things work. Davis and Rimm (1998) note "compared with the average child, the thinking processes of a gifted child are quick and logical" (p.31). Gifted children are naturally curious and have the passion to learn; they can be forever asking questions, wanting to know, and wanting to know "Why"? A simple one-word answer is not always enough to satisfy the precocious child.

## **Attention skills**

Kate's participation in Karate demonstrates her abilities to learn quickly, high concentration, long attention span and excellent memory recall of sequence. The official entry age for Karate is 7 years of age. Kate would stand at the back of her brother's class and follow along intensely. It was soon apparent that Kate had the attention span and ability to do these moves. Kate was then accepted in with the older participants and has quickly moved up to an orange belt level. Young gifted children may also show a long concentration span when they engage in a topic of interest, at the opposite end gifted children that are not stimulated or challenged by an activity will tend to 'flit' from one activity to the next (Porter, 1999).

## **Independence**

Through the interview with Kate, she identified how she liked to work by herself. She portrayed behaviour of independence and indicated that she was reliant on herself to do her own work in the classroom. Many gifted children like to work independently often because there are differences between their skill and those of their peers (Clark, 2008).

Kate finds it frustrating when she has to wait for others to catch up. Often Kate will not put her hand up if the teacher asks a question, so that other children can have a go at answering. This could show her social consideration for others and her strong desire for peer approval. Harrison (1995) makes the comment "although the child who is gifted frequently knows and is able to articulate very well the required answers to teachers' questions, the desire for peer approval can over-ride the desire for teacher praise and recognition" (p. 44).

## Motivation

From a young age, gifted children that are presented with a challenging or inspiring environment are usually intensely curious, they want to find out more and understand what is happening (Porter, 1999). Possibly because Kate had the influence of an active older brother and the early involvement of childcare, Kate's environment was very stimulating and supported her curiosity.

Porter (1999) notes "children will be motivated to attempt a task when they believe (from previous experience) that they will be able to cope with it and when the task matches their skills and interests" (p. 120). Often, tasks that are not intellectually demanding, such as highly repetitive rote-learning tasks, do not motivate gifted children to invest energy into doing. Gifted children will become impatient with repetition of tasks that they have already understood and mastered. An example of this is when Kate practices the piano she changes the tempo to ultra quick so that she can speed through her practice, when she needs to perform the piece of music she can play the piece perfectly in the right tempo. Gifted children "need and enjoy learning tasks that are unstructured and flexible, rather than the highly structured tasks needed by less able students" (Davis & Rimm, 1998, p. 34).

The learning checklist (Rogers, 2002) selected to assess Kate indicates that she is motivated to learn. For Kate to shift along on the continuum from currently being moderately motivated to being highly motivated, her learning style or environment may need to be altered so that her learning needs are being met within the classroom. As Smith (2007) highlights, often students deemed gifted "will move through their educational experiences with the burden of having to seek out challenging material on their own" (p. 11). Kate has many abilities that perhaps are taken advantage of in a classroom context. In most cases this has been a positive experience. Kate has already begun to realise that the teacher will rely on her to answer questions that other children cannot answer as well help other children with their work once she has completed her own. Davis and Rimm (1998) compare non-gifted children to gifted children and identify that gifted children prefer to be "independent self-motivated learners than teacher-motivated" (p. 34).

## Identification

When Kate was first formally identified as gifted, the parents felt the school was supportive. The school has the philosophy that not all children are gifted; only the top 2 to 3 per cent are classified as gifted. This supports quite a conservative approach and limits the definition on a single criterion of intelligence and identification based on a high IQ score (Ministry of Education, 2000).

The school facilitated an Individual Education Programme (IEP) meeting with the parents and others involved in Kate's learning. IEPs have become central to the delivery of special education programmes (Moltzen, 2005). An IEP can be described as a tool for consultation and collaboration between the principal, teacher, parents and individual child. It is a way of identifying and prioritising learning needs in a concise and usable plan (Thompson & Rowan, 1995). "The fact a student has an IEP implies the regular classroom programme requires significant adaptation for him or her to learn successfully" (Moltzen, 2005, p.164). Adaptations can be made in a range of areas, including approaches to learning and teaching, classroom programme, physical environment, resources and materials, equipment and personnel.

The school and teachers gave some recommendations on what they could do to support Kate in her learning environment. Through collaboration to support Kate's learning, some key recommendations were highlighted. The idea of having a mentor or older buddy was meant to be a support person that Kate could work alongside and perhaps read to. This system did not seem to be challenging Kate enough in her thinking and learning. Kate's parents believe Kate could have done this activity with anyone and would like the mentor to have been someone who challenged her thinking.

Since being formally assessed, Kate was accelerated one class year ahead of her age peers. Kate has also been accelerated up to an even higher grade for certain subjects such as reading. Acceleration is one method of meeting gifted children's advanced learning needs (Ministry of Education, 2000; Porter, 2004). The two most commonly associated terms about gifted education are acceleration and

enrichment programmes. The Ministry of Education (2000) state, “these two approaches are not mutually exclusive and best meet the needs of gifted and talented students when used together” (p. 38). Some advantages of the acceleration approach are that when these programmes are well planned and individualised it provides mental stimulation and challenges the learner to more advanced levels. Provided the programme is differentiated, acceleration can also alleviate boredom and quick mastery.

The Ministry of Education (2000) has also identified some disadvantages of the acceleration programme noting that “some gifted and talented students may feel different or isolated if acceleration means removal from a well-established social/emotional/cultural group” (p. 38). Kate’s parents believe the acceleration programme works well at the moment but are concerned this may create tensions as Kate becomes older when she is in a class with peers who are more emotionally and socially experienced and advanced.

## Provisions

To retain Kate’s passion for learning and motivation to learn, it is important to consider as a parent and educator a holistic approach to support Kate’s overall abilities and giftedness in the wider world. Kate requires a sufficient challenge; this could be achieved by adding some extra curricula activities within the classroom. Kate has a strong interest in Karate and has indicated that she would like to learn more of the Japanese commands. Learning the Japanese language would be a way to extend Kate’s learning as well as support her interest in Karate. Kate’s social skills could also be supported and extended by gathering gifted children of similar age together, so that Kate has an opportunity to mix with children of similar ability.

## Theory of Multiple Intelligences

Kate demonstrates many abilities and strengths; some areas are stronger than others. Gardner (1983) argued that intelligence is not just about maths (logical mathematical) and language (verbal linguistic) which tend to be emphasised in most schools, but included a much wider range of abilities. Therefore a multicategorical focus has been drawn upon to reflect a holistic approach to Kate’s giftedness. “Over the last decade it has become increasingly popular to view giftedness from a multiple intelligences perspectives” (Moltzen, 2004, p. 76). The parents stated that although the school only identifies a small percentage of children as being gifted, teachers have made reference to Gardner’s multiple intelligences to acknowledge strengths in different areas occurring across all years within the school.

Howard Gardner (1983) defines intelligence as the ability to solve problems and fashion products that are of value within a cultural context. In Gardner’s view “problem solving includes both solving known, clearly defined problems and creating new information at the frontiers of knowledge” (Maker & King, 1995). Gardner’s (1983) theory proposes 7 distinct intelligences which include: Linguistic, mathematical, interpersonal, visual-spatial, musical intelligence, bodily kinaesthetic, and intrapersonal. Naturalist and existential intelligence are the two new components of the intelligence theory. Gardner (2006) proposes while there may be those who excel in all intelligences “in most cases, individuals exhibit a jagged profile of abilities, exhibiting various strengths and weaknesses” (p. 103).

Gardner (1983) suggested that a number of the intelligences have been undervalued and have the potential to be lost. This theory challenges the classical view of intelligence. Sutherland (2005) supports Gardner’s approach by pointing out that this wider approach to intelligence links well with existing work into the early years setting and allows for an holistic approach or whole-person approach to development and the recognition of abilities. Isabell and Raines (2003) also believe that Gardner’s theory of multiple intelligences “provides support for a much larger role for the arts in the school curriculum” (p.17).

Gardner believes the bodily kinaesthetic component of intelligence is evident when children are good at sports, can mimic gestures, good fine-motor skills, likes hands on art activities, has difficulty sitting still and very active (Gardner, 1983). Through discussion and observations, Kate demonstrates a lot



Dean, J. (2011). *A profile portraying a contemporary gifted young child*. APEX, 16(1). Retrieved online from <http://www.giftedchildren.org.nz/apex/>

of these characteristics through her sport. Kate has illustrated how she has learnt the particular disciplines of Karate by initially watching others, showing coordination and balance through skating and gymnastics as well as a strong sense of timing and direction. Gardner (2006) notes “the ability to use one’s body to express an emotion (as in a dance), to play a game (as in a sport) or to create a new product is evidence of the cognitive features of body usage” (p. 10).

The logical–mathematical component is evident when children demonstrate the ability to play strategy games such as chess, understand cause and effect, asks questions about how things work and can do maths equations in their heads quickly (Gardner, 1983). The logical-mathematical intelligence can be traced to a confrontation with the world of objects.

At about the age of four Kate was able to sort and classify objects, use objects to count on and add and subtract equations under ten in her head. Gardner (1983, p. 129) states, “the highest regions of logical, mathematical, and scientific thought can be found in the simple actions of young children upon the physical objects of their world”. The Stanford Binet assessment indicated that Kate could work out sequential patterns; she was able to work out for herself how to do the matrices. It was noted that her maths reasoning was very good for her age (Taylor, 2007).

The linguistic component is evident when children tell stories and jokes, have a good memory for names and dates and enjoy word games and like tongue twisters (Gardner, 1983). These characteristics are evident as Kate likes to play a variety of games, which involve strategies and she retains a good memory. She enjoys story writing and has good vocabulary and communication to support the linguist intelligence. Through one of the Stanford Binet assessment procedures, Kate demonstrated her recall of memory by listing people’s birthday dates on the calendar.

## Conclusion

This article highlights how Kate’s parents provide numerous roles to support Kate individually through being parents, teacher, role model, facilitator and provider of information, such as, extra curricula activities. The school has provided some support since Kate started school, however more continuous support through collaboration with teachers, parents and Kate would be beneficial to support and maintain Kate’s passion and motivation for life long learning. Although it has been an important pathway for Kate to be identified as formally gifted, the creative and sporting abilities that Kate demonstrates must not be minimised as extras. Creativity holds its own and should be celebrated. It is important to recognise gifted children for who they are and build a strong foundation for them at an early age to reach their full potential.

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A Profile Portraying a Contemporary Young Gifted Child. Article. Jan 2012. Jo Dean. This case study highlights the extensive range of a young gifted child's abilities and characteristics. Kate is 7 years old and has been formally identified as being highly gifted. When she started school (on her 5th birthday) she was already a fluent reader and writer. She learned to speak at a young age, and demonstrates her knowledge with great View. Textiles can stimulate children's creativity and imagination. Conference Paper. Jul 2011. Should Young Children Be Tested for IQ? Potentially gifted toddler. Potentially Gifted Child. Possibly gifted child. Possibly gifted children. Possibly Gifted Child. Advanced or Gifted Toddler.Â Parenting Gifted Child. Coping with extreme empathy of the very young gifted. Parenting gifted preschooler. Parenting a gifted child. Parenting tips for 42 months girl. Parenting the gifted perfectionist. Support for the Type II - The challenging gifted. Frustration and the Gifted Teen. Young gifted children are intensely curious, produce a constant stream of questions, learn quickly and remember easily, and think about the world differently than their age-mates. Their intense curiosity may get them into trouble, particularly when they try to figure out how something works. They may have a super-high energy level and yet be highly sensitive and perfectionists. Young gifted children are at risk for boredom, frustration, and depression. Recognizing giftedness is important because to persist, giftedness needs nurturing. IDENTIFYING GIFTEDNESS. Schools have often shied away from