



# Strategies for recognizing talented learners

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Wallonie Bruxelles Enseignement – Pôle territorial WBE Liège (l'Envol)

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# Objectives

## To begin with:

- Awareness of the characteristics of talented learners


## Afterwards:

- Recognize talented learners
- Implement differentiation strategies

## Plan

- Wooclap : brainstorming
- Scenarios
- Theories
  - Renzulli
  - Monks
- Model of Gagné
- Different types of learners
  - Twice exceptional learner
  - Underperforming learner
- Tools
- Questions



A large, irregular blue ink splash or watercolor blotch covers the majority of the slide, serving as a background for the central text. The splash has a textured, painterly appearance with various shades of blue and some white highlights.

Brainstorming  
For you what is talent ?

2 ways to answer

1. Connect to Wooclap.com
2. Enter the code: DGXHJU

OR

Scan the QR code



# Talents: consensus or not

IT'S NOT A DISABILITY  
1 OR MORE CAPACITIES > TO STANDARDS

INNATE FUNCTIONING  
GENETIC ORIGIN

2.5, 5 EVEN 10% OF THE POPULATION

QI > 125 (BELGIUM)  
QI > 130 (FRANCE)  
QI > 120 (USA)

# SCENARIOS

Boredom

Ambiguous instructions

Perfectionism

# Too easy...

You have 10 minutes to complete this exercise



## **Present simple tense**

- We often..... our grandparents in Belgium. (visit/visits)
- You always..... tea at night. (drink/drinks)
- They sometimes..... to market on sundays. (go/goes)
- My sister..... the ironing on week-ends. (do/does)
- My father and I .....tennis every morning. (play/plays)
- The child ..... his teeth every night. (brushes/brush)
- My family..... at 12pm everyday. (eats/eat)

# Too easy...

You have 10 minutes to complete this exercise



What will the learner do for the remaining 8 minutes?

Read, keep quiet

Chat with his peers,  
make noise, disturb...



What will the learner do if this situation is repeated in all his courses?

## Present simple tense

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# Answers to ambiguous questions

- Marie sees nothing when she looks through the microscope.

Explain why.

--> She is blind!

- In the sentence " The thief stole the truck.", where is the subject?

--> In prison

- Which is the future of the verb I yawn?

--> I sleep

# Answers to ambiguous questions

- Draw what you will like in 70 years.

A blue graphic of a tombstone with a semi-circular top. Inside the tombstone, the text 'R I P' is written on the top line and 'Louis' is written on the bottom line.

R I P  
Louis

- Complete with <or>

14.... 24                      14 or 24

35....59                      35 or 59

62....43                      62 or 43

# Perfectionism

= Performance anxiety + fear of failure

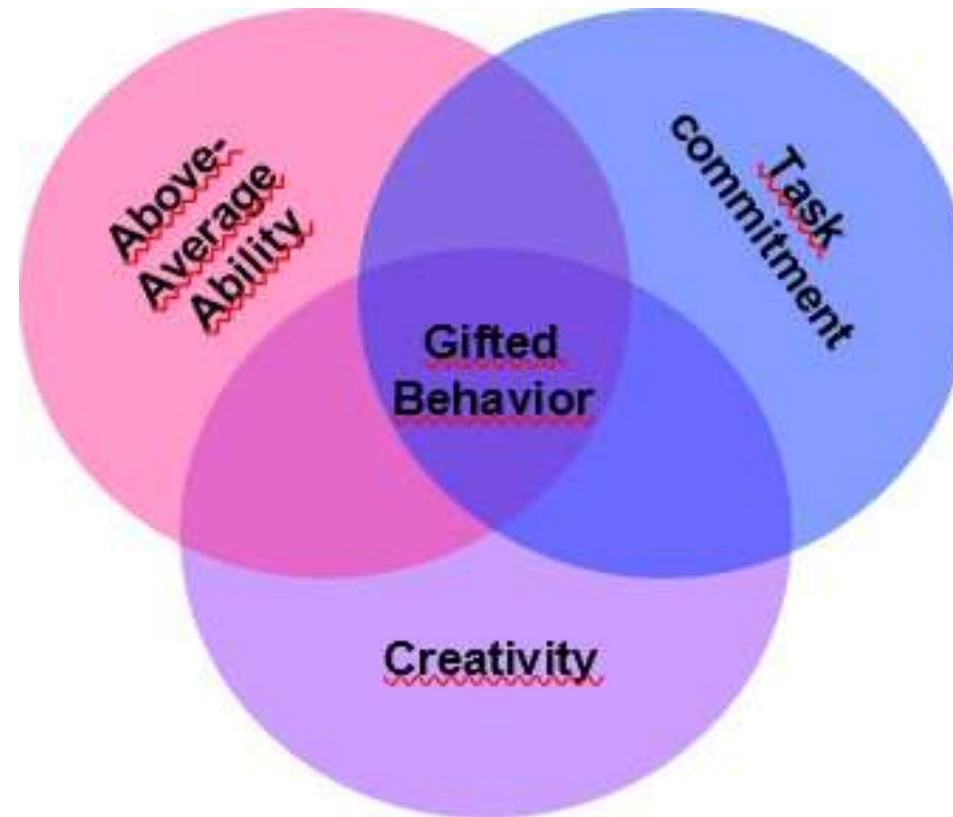
prefer not to answer and have bad results because he did not answer in place of to be wrong.

be wrong means to him that he is not able, he is dumb or not smart...

# THEORIES

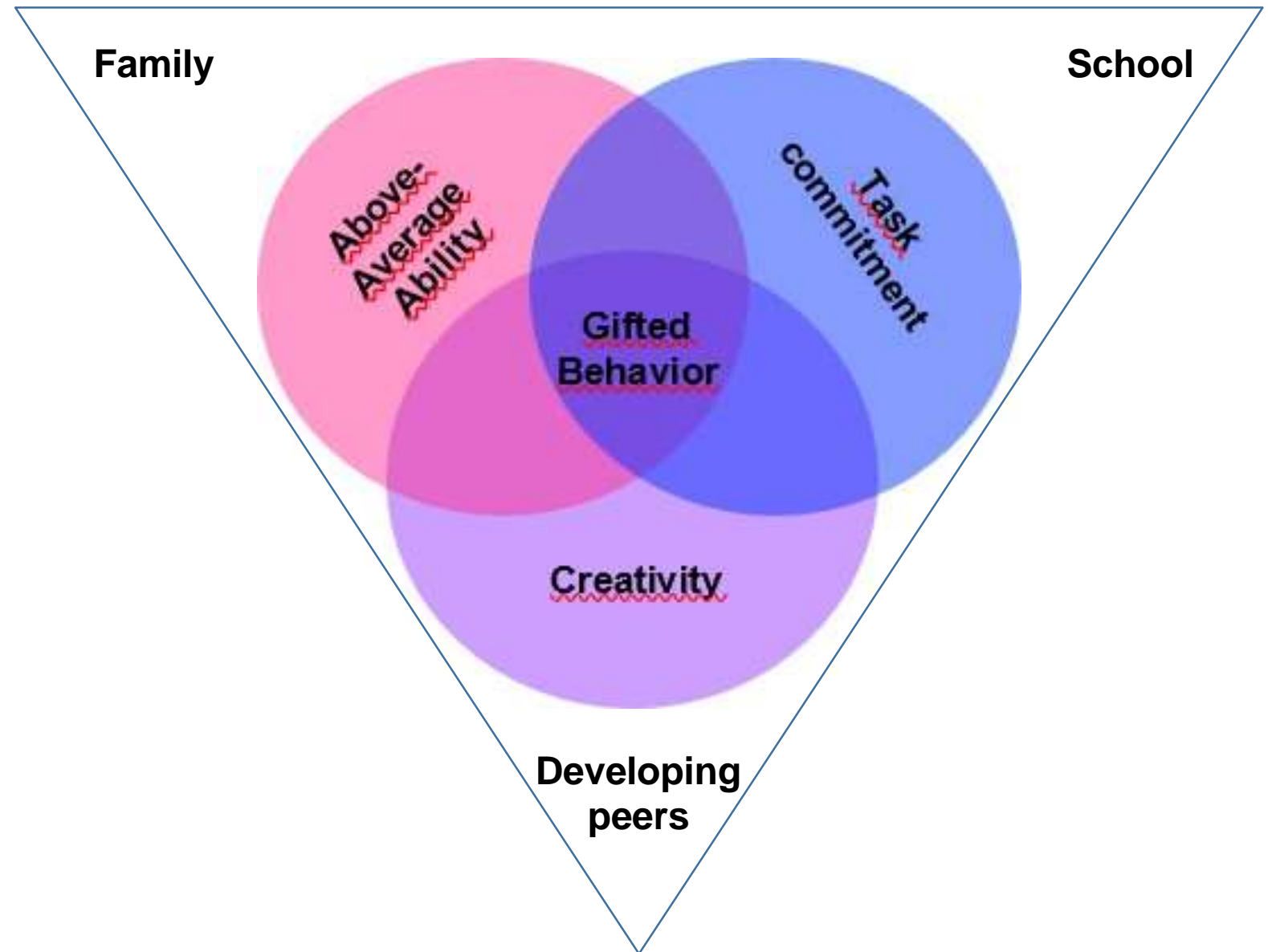
The ingredients of giftedness?  
(Renzulli, 1978)

## THE THREE-RING CONCEPTION



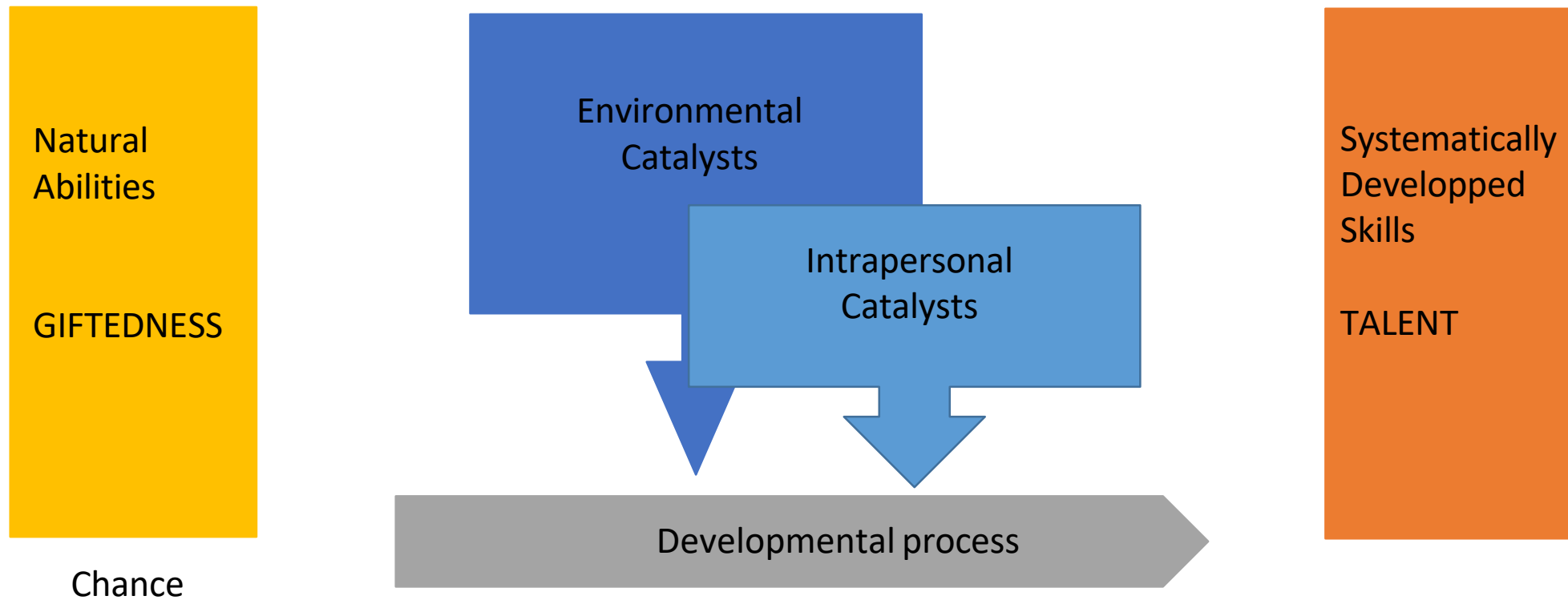
# Multifactor model of giftedness by F. Mönks

Monks'  
contribution

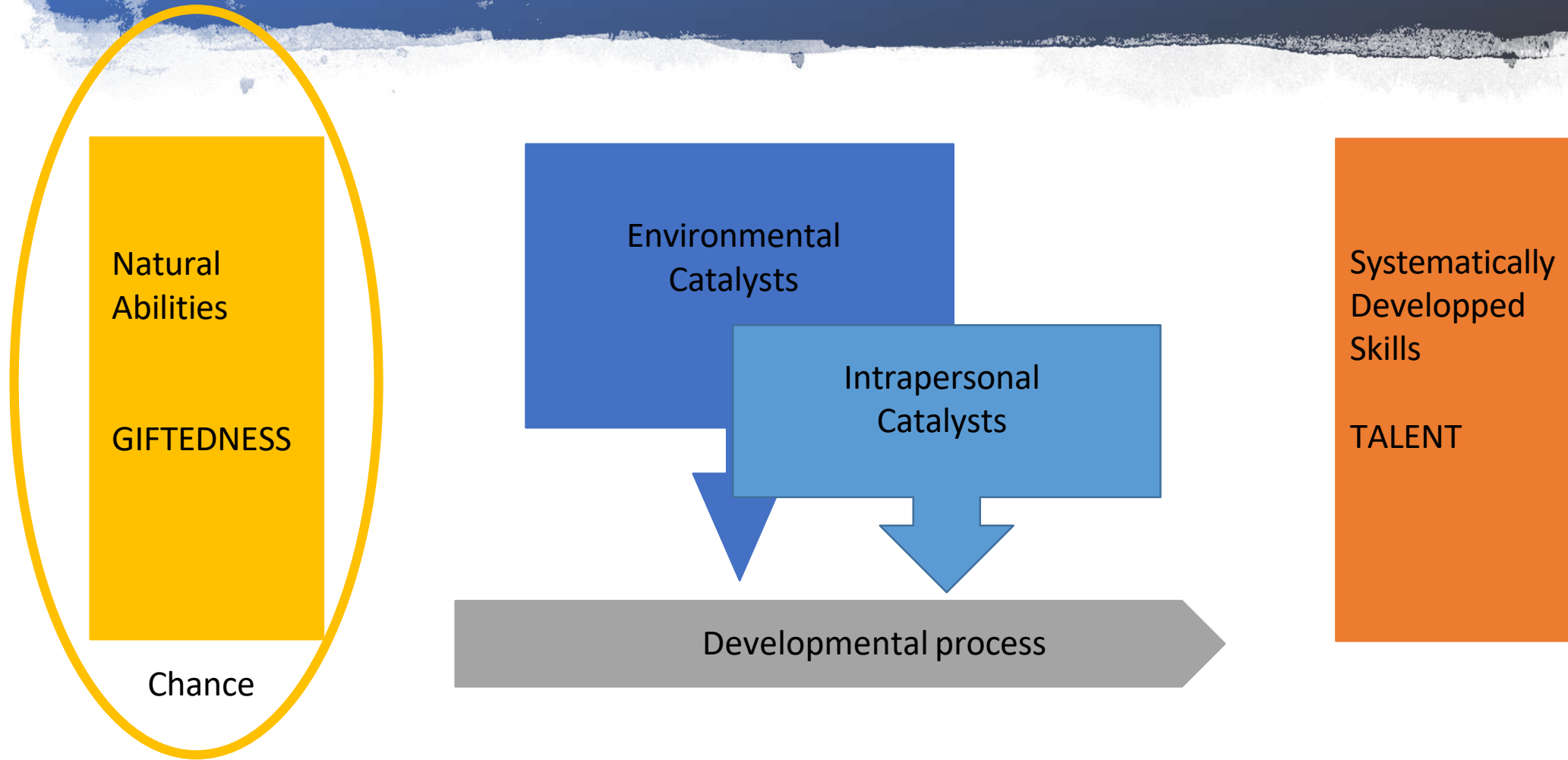


# MODEL OF GAGNÉ

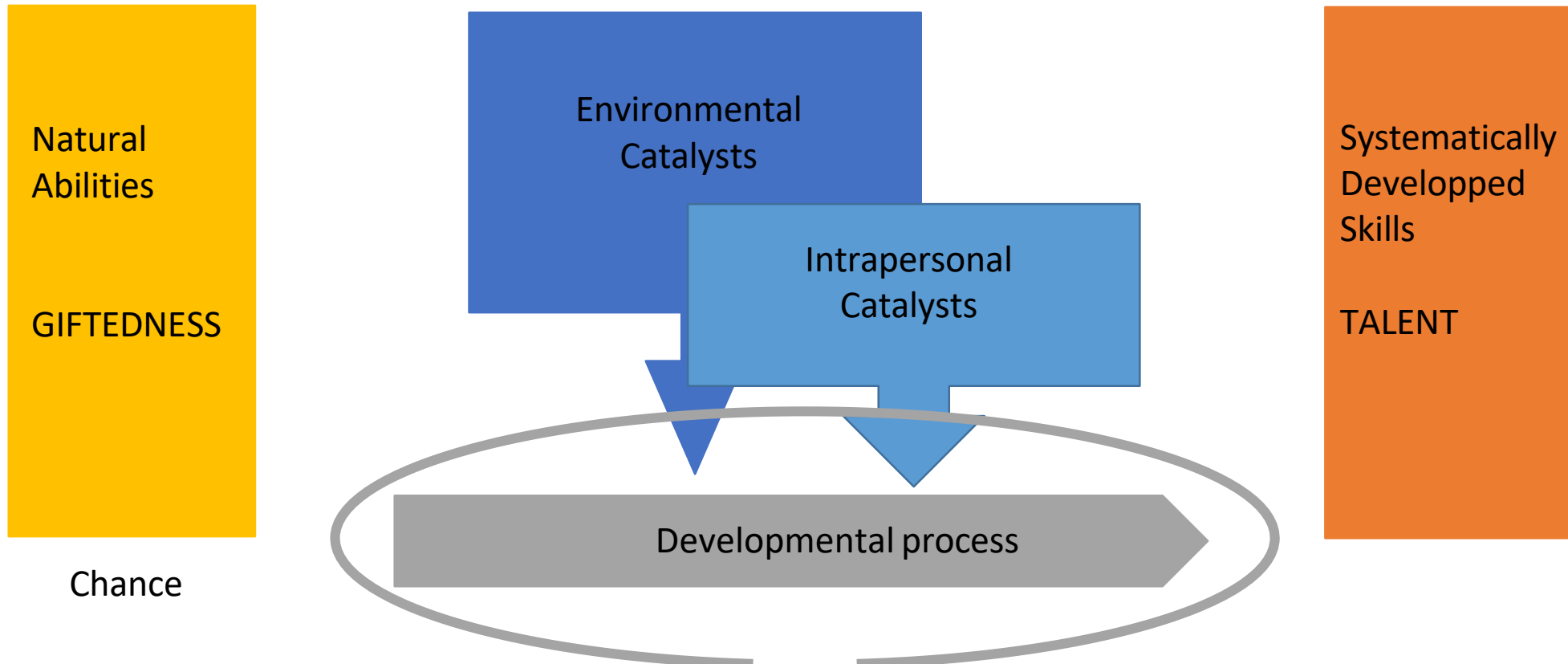
# Model of Gagné (MDDT)



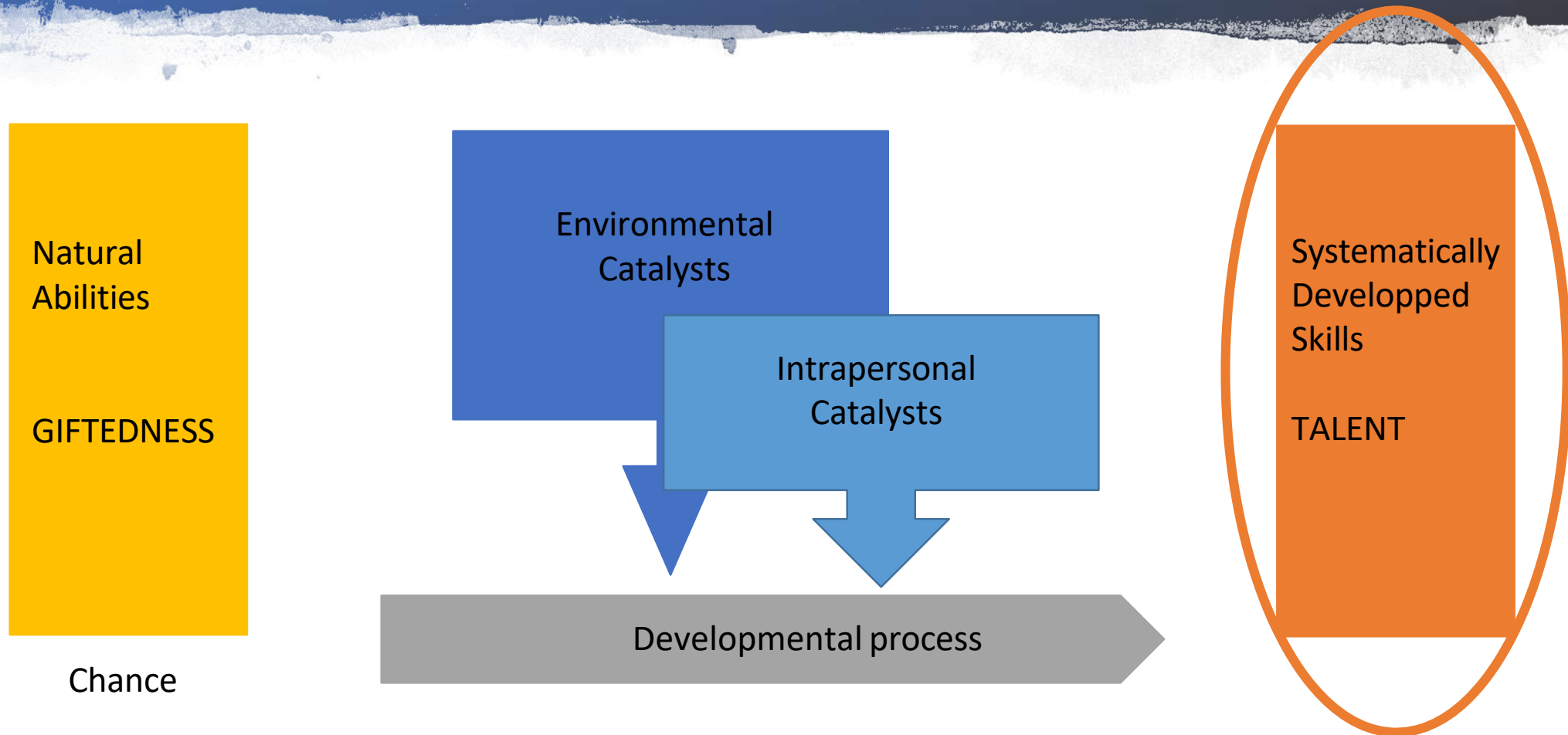
# Model of Gagné (MDDT)



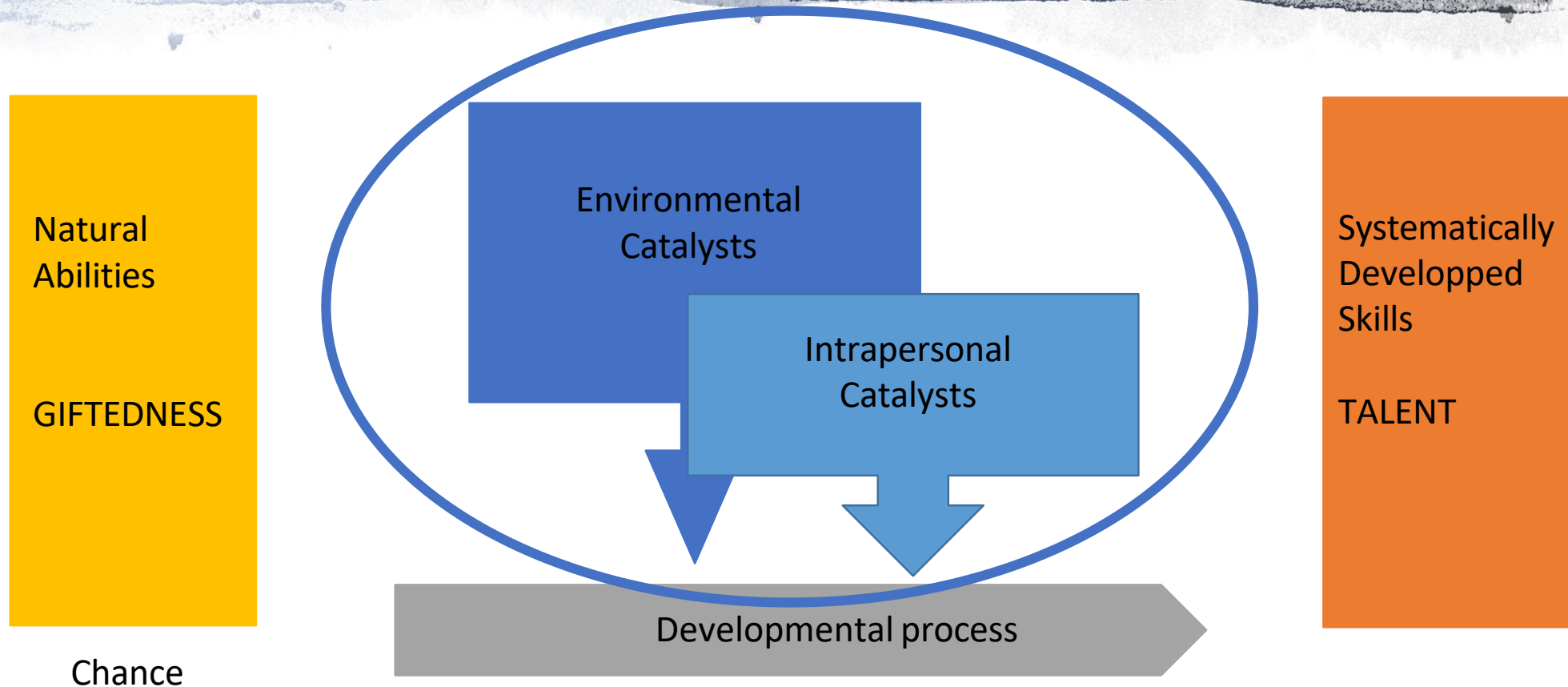
# Model of Gagné (MDDT)



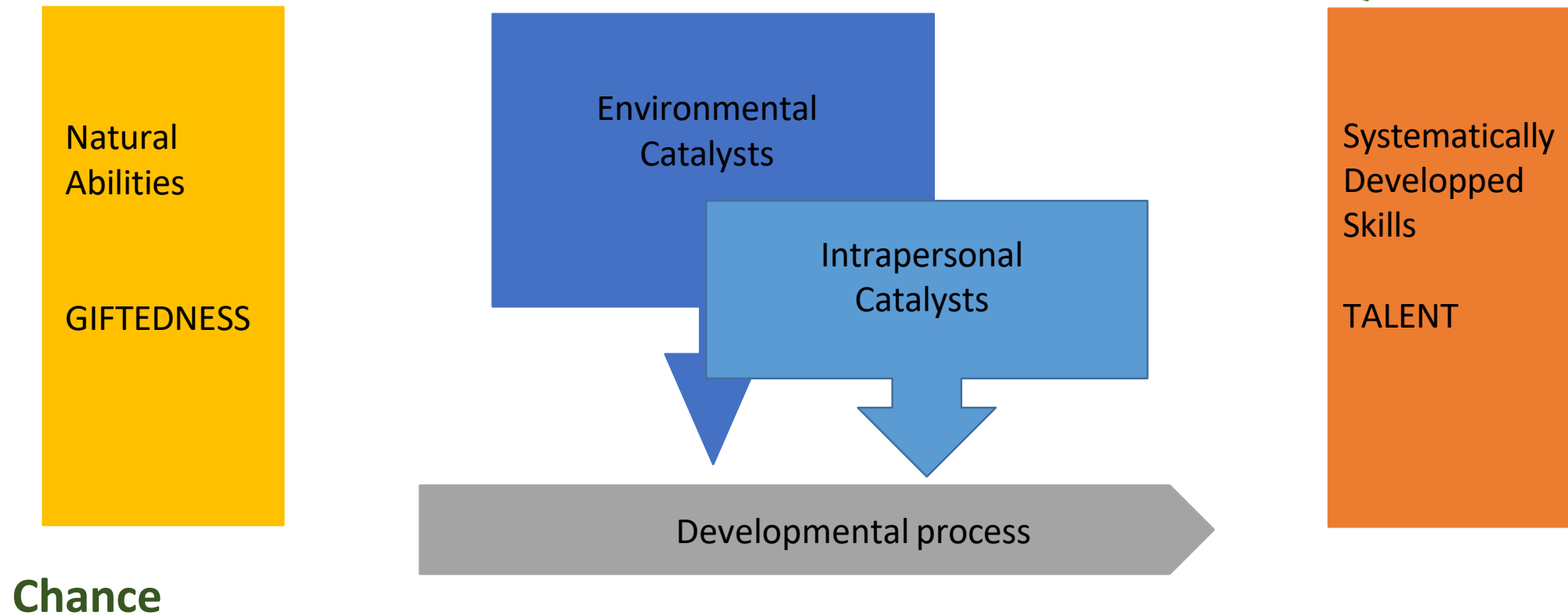
# Model of Gagné (MDDT)



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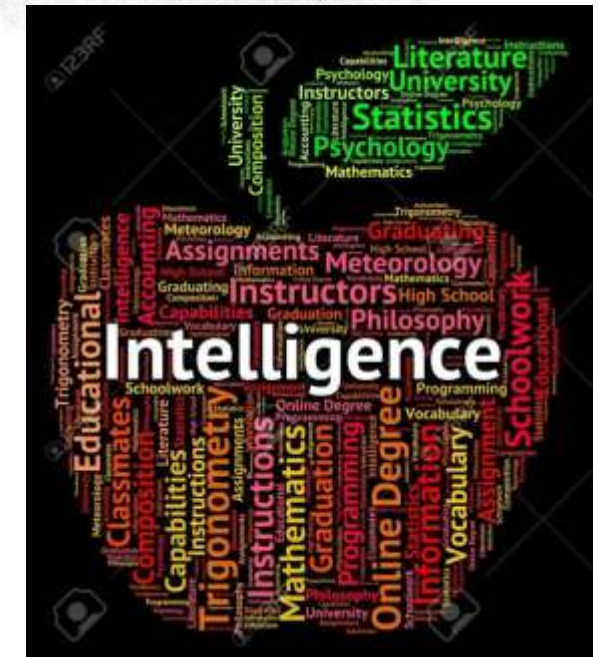
DIFFERENT NATURAL ABILITIES

# Different natural abilities



# Intellectual abilities

- Quick understanding
- Good memorization
- High pace of learning
- Rich and precise vocabulary
- Great abilities to synthesize information and reason



[https://fr.123rf.com/photo\\_43806461\\_intelligence-parole-signification-capacit%C3%A9-intellectuelle-et-talent.html](https://fr.123rf.com/photo_43806461_intelligence-parole-signification-capacit%C3%A9-intellectuelle-et-talent.html)

# Creative abilities

- Lots of original ideas (curiosity and imagination)
- Artistic sense (drawing, painting, theater, ...)
- Original connections between ideas
- Ingenuity in the use of common materials
- Highly developed sense of humor



# Social abilities

- **Leadership**
- **Conversations with adults**
- **Strong sense of justice**
- **Need of a positive affective relationship with the teacher**



<https://www.mimizan-avenir.com/les-associations-richeesse-pour-mimizan/>

# Perceptual abilities

- Good acuity of the different senses
- Hyperesthesia (hypersensitivity to one or more senses)
- Accurate perception of colors, contours, shapes, ...
- Production or reproduction of rhythms



# Muscular abilities

- Muscle strength
- Speed
- Good physical condition



# Motor abilities

- Quick and precise reflexes
- Great dexterity
- Good motor coordination
- Quick learning to use tools, with precision



<https://www.orthocanada.com/fr/test-de-dext%C3%A9rit%C3%A9-manuelle>



<https://www.prepa-physique.net/la-coordination-motrice/>

# Types of learners

**Betts and Neihart 2020**

# 6 different types of talented learners

## Performance related profiles:

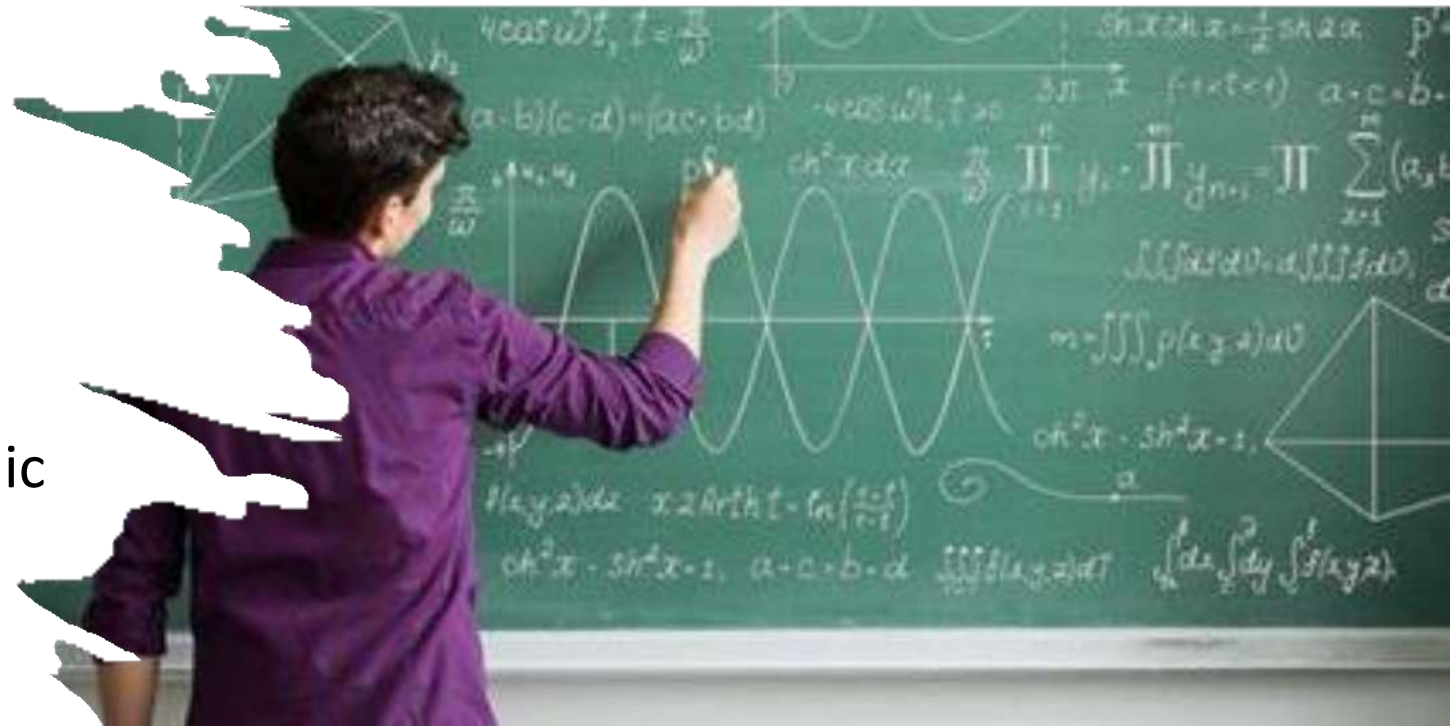
- The successful (performing – brilliant)
- The challenging
- The autonomous

## Underperformance related profiles:

- The underground (discreet)
- The twice exceptional
- The underperformer (underachiever)

# The successful

- High performer (high level of academic achievement)
- Perfectionnist
- Conformist
- Need for recognition from teachers
- Among the top of the class
- Avoids risk and excessive efforts



[https://www.doctissimo.fr/html/psychologie/mag\\_2003/mag0620/dossier/ps\\_6838\\_enfants\\_surdoues\\_risques.htm](https://www.doctissimo.fr/html/psychologie/mag_2003/mag0620/dossier/ps_6838_enfants_surdoues_risques.htm)



# The challenging

- Honest and direct
- Correct teachers
- Strained relationships with teachers
- Questions rules and authorities
- Insufficient self-control
- Loves competition



<https://www.alamyimages.fr/photo-image-l-eleve-perturbateur-throwing-paper-dans-la-classe-57044883.html>



[https://fr.freepik.com/photos-premium/adolescent-fatigue-s-ennuyer-dans-classe\\_1666425.htm](https://fr.freepik.com/photos-premium/adolescent-fatigue-s-ennuyer-dans-classe_1666425.htm)

# The autonomous

- Very independent
- Learn from mistakes
- Correctly evaluates his successes
- Good self-esteem but very critical of himself
- Powerful, engaged and admired



<https://adcours.fr/ado-devoirs-astuces>



<https://lechemindelareussite.com/ecouter-de-la-musique-pendant-les-devoirs-une-bonne-idee/>

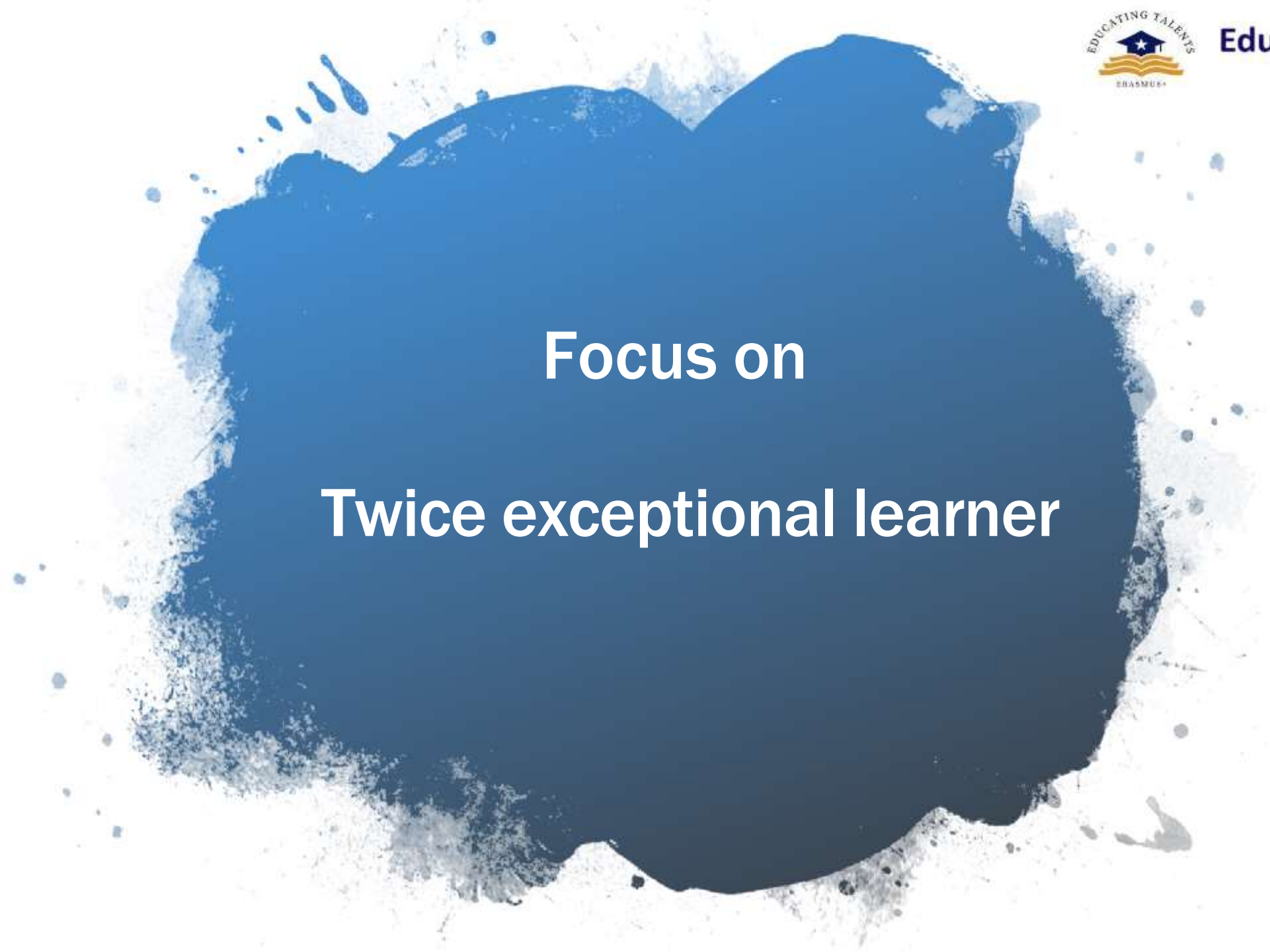
# The underground

- Knows that having talent is not well seen by peers
- Very often refuses support
- Seeks social acceptance first
- Doesn't want to attract attention
- Often low self-esteem



<https://www.notrefamille.com/enfants/collegiens-comment-aider-son-enfant-a-participer-a-loral-en-classe-1929>




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# Focus on Twice exceptional learner

# Twice exceptional learner

Twice exceptional learner = learner who while being gifted or talented has a motor, sensory disability or developmental disorder (ADHD, dyslexia, dysphasia, dyspraxia, deafness, etc.)

Difficult diagnosis  Risk that the talent masks the difficulties or that the difficulties mask the talent or both of them

~~Pedagogical follow-up focused on the HP or on the difficulties~~

The pedagogical follow-up must take into account all the specificities of the student (strengths and needs)

# Twice exceptional learner

## Characteristics:

- Learner appears smarter than his grades suggest
- Learner has unequal school skills, inconsistent school results
- Learner has difficulty maintaining his attention
- Learner has difficulty following instructions
- Learner has disruptive behaviors in class
- Learner needs more time for school work

# Talent and ADHD





## Twice exceptional?

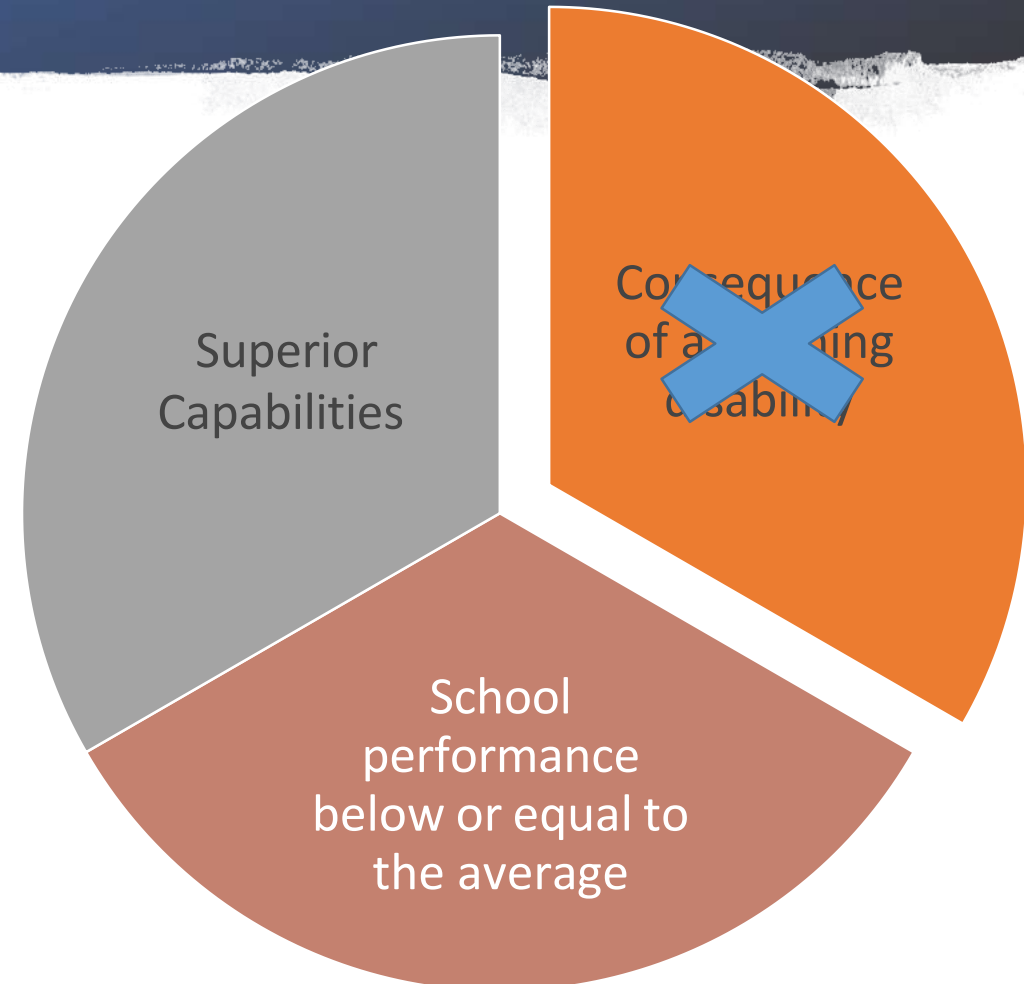
- All talented in one or more human activities (art, music, sport, business,...)
- AND also present a learning disorder or a neurodevelopmental disorder



# Focus on Underperforming learner

# Underperforming learner

Significant difference between expected performance based on intellectual abilities assessed by a standardized test (eg IQ test) and actual performance. Current performance is usually measured by the teacher using classroom assessments (Siegle & McCoach, 2018).



# Risk factors

Internal  
dyssynchrony

Exaggerated  
perfectionism

Poor fine motor  
skills

Socio-emotional  
malaise

Disinterested or  
demanding  
parents

Poverty

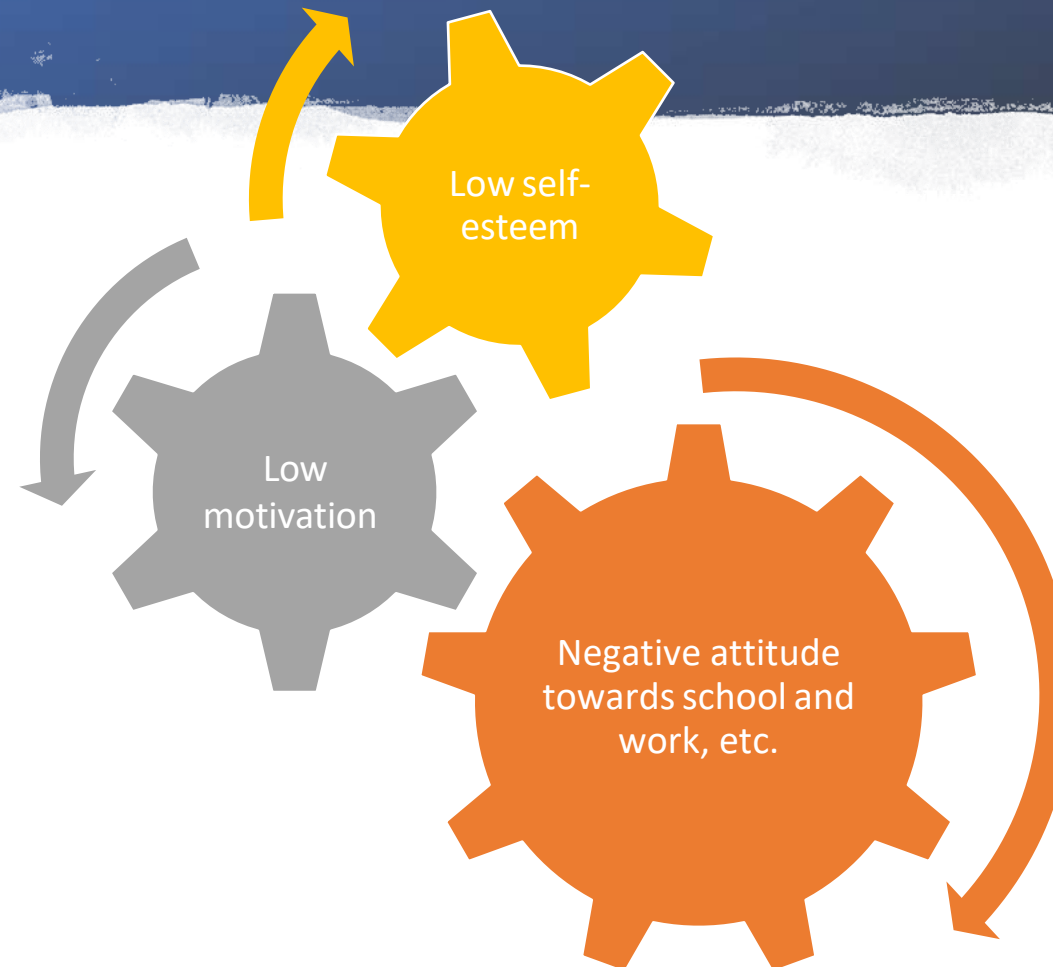
Lack of academic  
challenges

No recognition  
of the learner's  
abilities by the  
school

Bad relationship  
with teachers

Etc.

# Consequences



It is not because  
we have a capacity  
that we will  
necessarily exploit  
it  
(Brasseur & Cuche,  
2017)

The brains of high potential people  
work faster and more efficiently  
(Gauvrit, 2015)

Speed of  
learning when  
faced with new  
notions  
(Grégoire,  
2009a)

Faster brain  
maturation =>  
early learning  
of language,  
reading,  
writing,  
numbers, etc.  
(Vaivre-  
Douret, 2007)

**Many myths to deconstruct**

One in three  
high potential  
learners does  
not complete  
high school

More than half of  
HP students are  
failing at school

A high potential  
learner is more  
likely to have a  
learning  
disability

A high potential  
person is more  
likely to have  
social difficulties,  
anxiety disorders,  
depression, etc.

# Tools

## Tools to help you...

- <https://edutalents.eu/>
- Screening questionnaires for gifted/talented learners and for twice exceptional learners
- Ebook in construction
- Feedback: [sabine.haot@cfwb.be](mailto:sabine.haot@cfwb.be)

Item	Understanding	YES
1.	Understands quickly and independently	
2.	Bored by repetitive tasks or tasks that seems easy to him, may oppose	
3.	Shows above average understanding of areas of interest	
4.	Shows high motivation to solve complex tasks or problems	
5.	Become impatient with the lack of understanding or slowness of peers	
	Memorization	YES
1.	Shows essay with rote learning	
2.	Shows very good short-term (instructions) and long-term (lessons, subjects) memorization skills, speed and high capacity	
3.	Likes to know but little sense of effort for memorization work (eg vocabulary/spelling in a foreign language)	
4.	Remembers many facts and details, dates, names, poems, lists	
5.	Tends to correct teachers and peers	
6.	Easily memorizes plays, choreographies	
7.	Memorizes strategies and patterns developed to integrate them to expand problem-solving abilities	
	Rythm	YES
1.	Accelerated learning of new concepts/contents, especially if interested	
2.	Accomplishes the required tasks quickly and correctly	
3.	Is bored and impatient when he has to wait for other students, disturbs them	
4.	Is quick to verbalize and rephrase ideas	
5.	Performs well without time constraints, performs less when time is limited or timed (stressed)	
6.	Writes more easily and quickly on the computer than by hand	
7.	Makes his work imprecise/sloppy because his hands cannot keep pace with his thoughts	
	Knowledge - vocabulary	YES
1.	Presents an elaborate language (complex sentence structures), rich and precise vocabulary, rapid learning of oral language	
2.	Learned to read on your own before entering primary school	
3.	Shows significant general knowledge, fields of interest sometimes unusual for the age	
4.	Shows a significant interest in reading encyclopedias, dictionaries, documentaries, at a level superior to his age	
5.	Is very comfortable speaking, expresses himself easily, communicates clearly, easily explains his thoughts	
6.	Writes very rich texts using examples, illustrations or relevant elaborations	
7.	Written expression weaker than oral expression (at the level of sophistication)	
8.	Likes to read for pleasure, for long periods of time, different types of literature	



Questions

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Thank you for your attention