



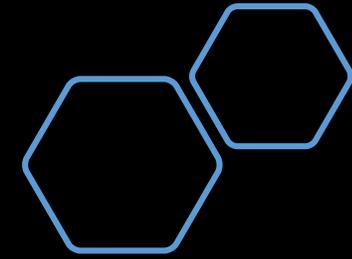
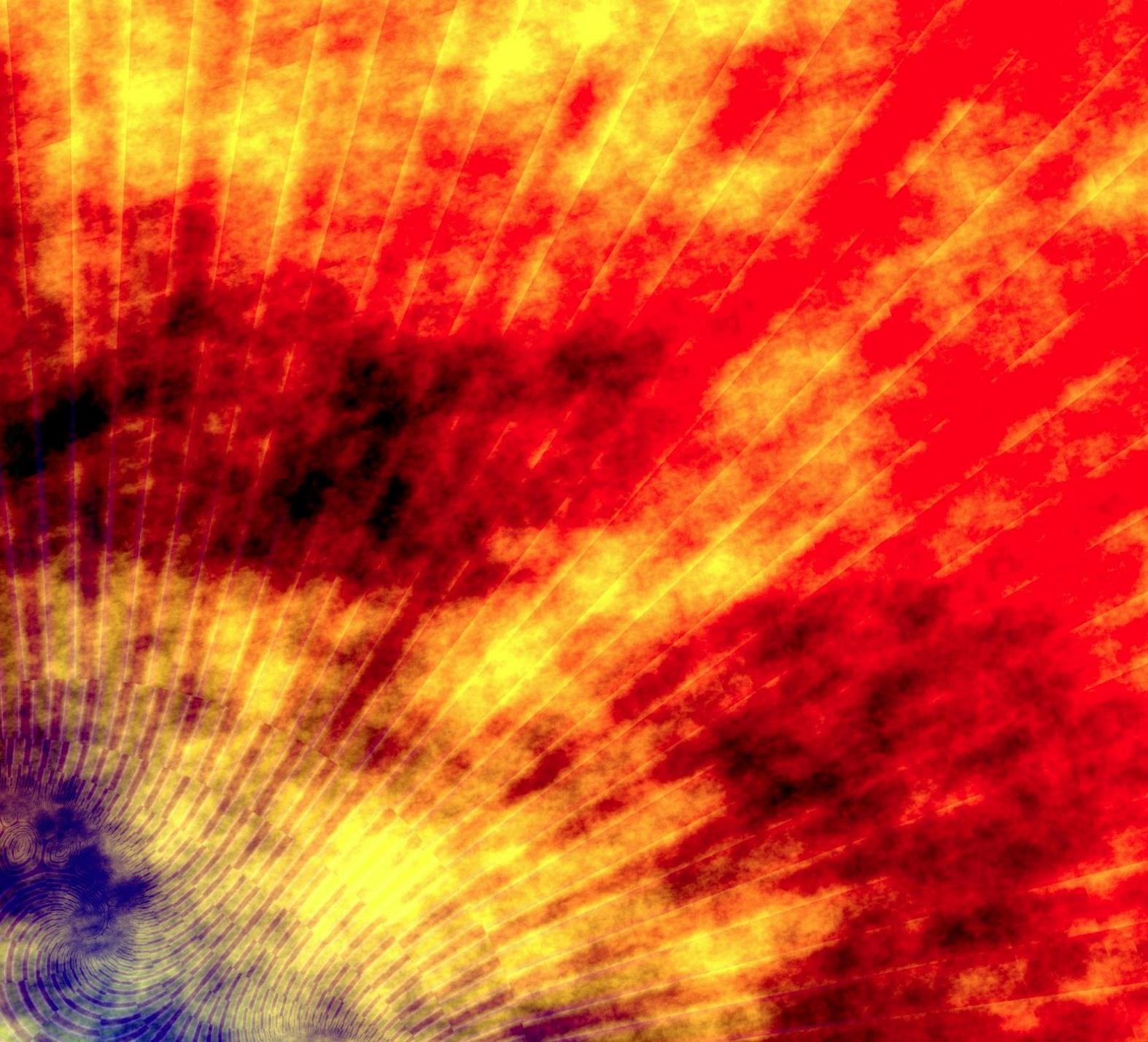
# Unleashing Great Potential

The Profoundly Gifted in our Midst

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Who are the  
Exceptionally  
and Profoundly  
Gifted?



THE **TRUTH** IS LIKE A **LION**.  
YOU DON'T HAVE TO DEFEND IT.  
LET IT **LOOSE**. IT WILL DEFEND ITSELF.

– *St. Augustine*

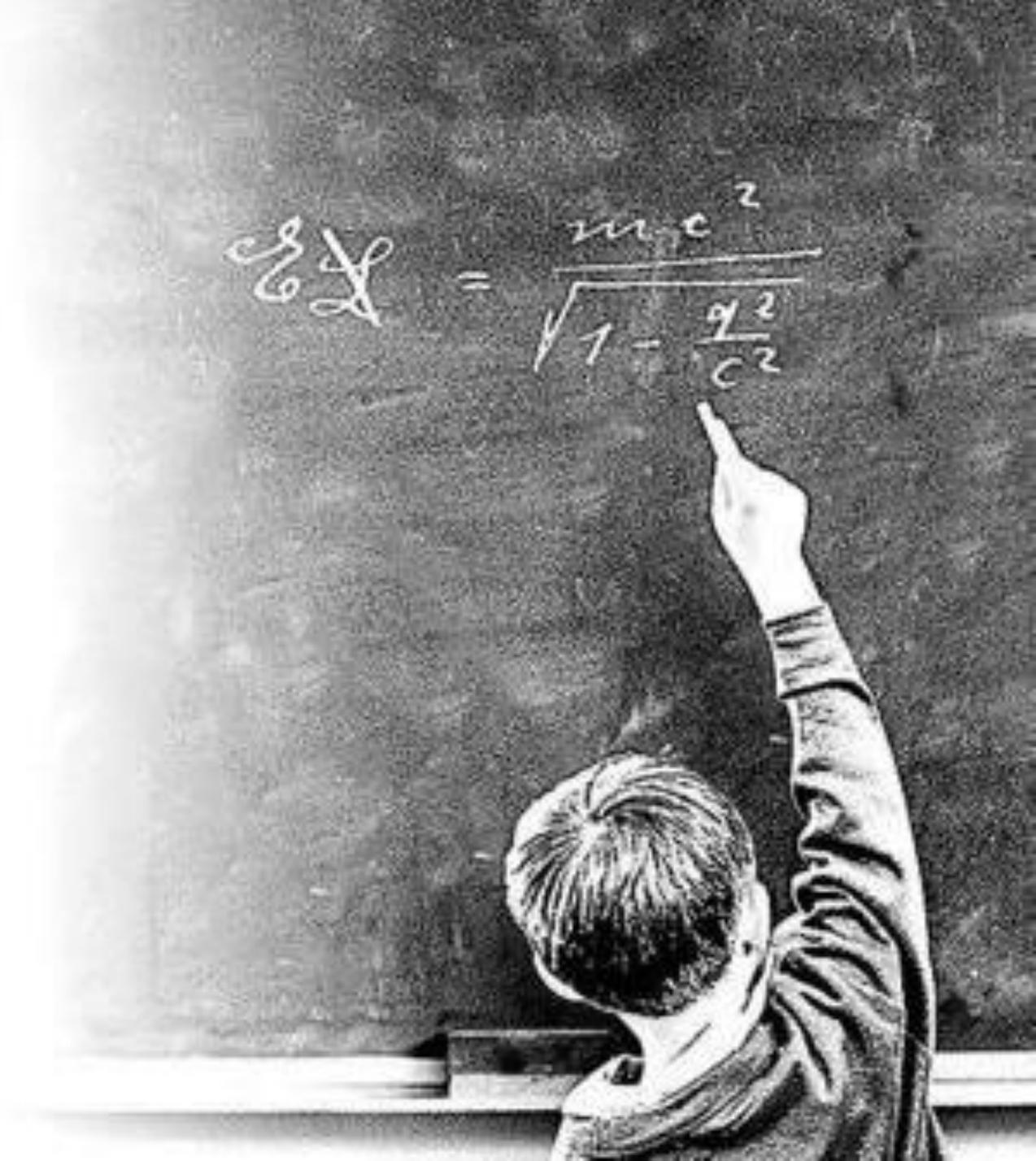
Profoundly gifted students, who score in the 99.9th percentile on IQ and achievement tests,

are, arguably, the most underserved in today's education system.

# The Exceptionally and Profoundly Gifted

- Many begin speaking by the age of 9 months and are reading at age 2.
- Most teachers may have only a single, or at most, a handful of such children in their entire career span of teaching.
- With so few children in this group,

*Why should we care?*



# In the undifferentiated classroom

The current inability of most educators to identify and even minimally address needs leaves the HPG student anxious, frustrated, and otherwise functionally disabled in the classroom and in life.





## Our Profoundly Gifted Children

- They are our artists, our musicians, our scientists, our economists,
- our philosophers, our poets, our writers, our visionaries,
- our entrepreneurs, our uber-athletes, our physicians, our tinkerers,
- our caregivers, our dancers, our crafters, our farmers,
- our humanitarians, our designers, our dreamers, our engineers,
- our math wizards and our techno-savants.
- And more.
- Some are scholars: studiers of knowledge.
- Some are our hands-on-the-wheel, manipulate -it-to -know-it geniuses.

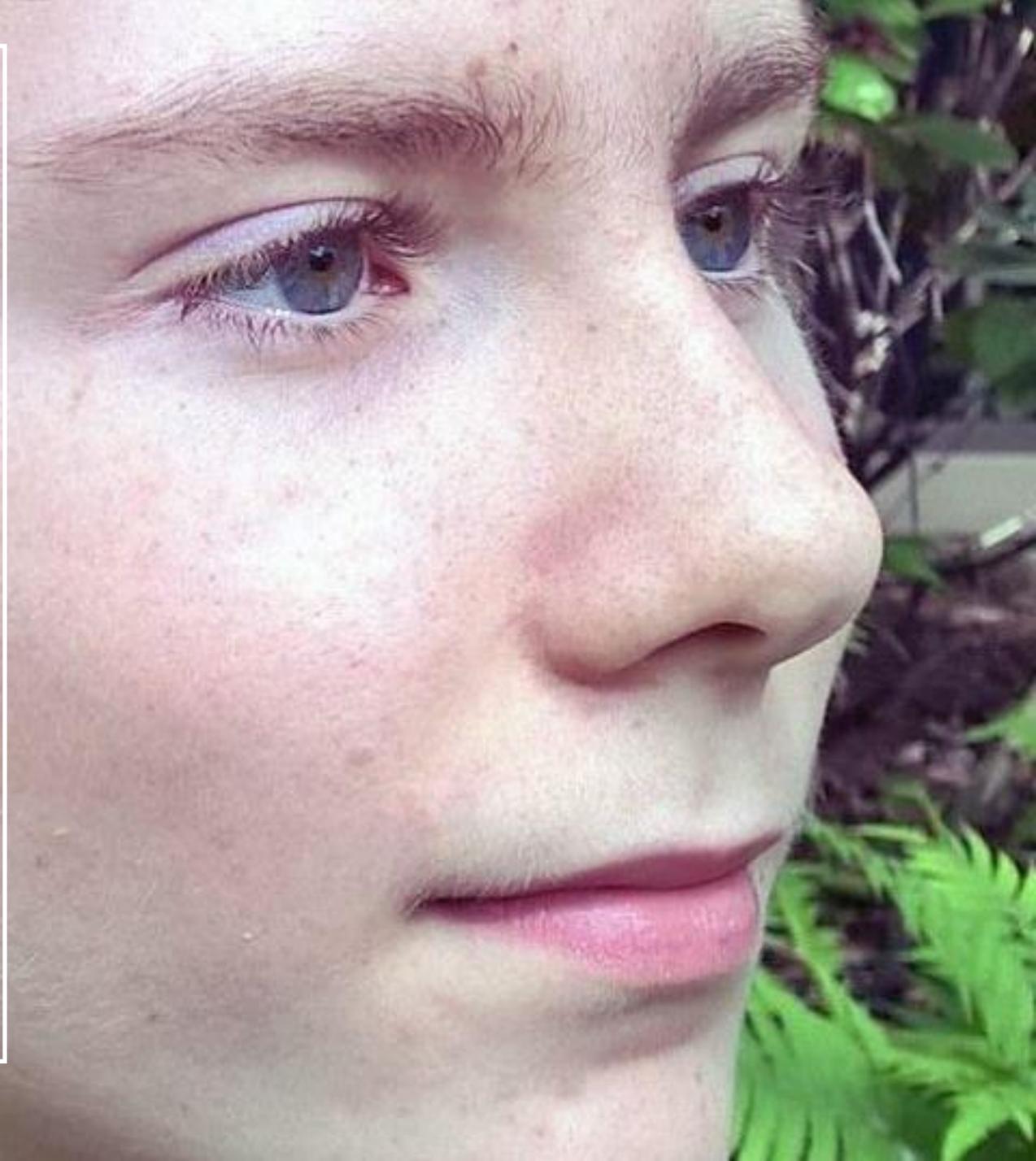
# Our Extraordinarily Gifted Learners

- Prodigious intellects, capable of powerful and extraordinary learning,
- Exceptional Sensitivity,
- Potential for acute awareness- of-all-phenomena , and precise discernment of the world around them,
- Penchant for complex pattern-making, and
- Uncommon flair for problem-solving and/or creative production.



# The Exceptionally and Profoundly Gifted

- Profoundly curious, diverse and (potentially) very powerful tribe.
- At their best, share a super-charged motivation to learn,
- To deeply understand phenomena, of all kinds,
- And to create,
- And to contribute, and . . .
- To make a significant difference in the world !



# Why MUST we care?

- A society that ignores ANY of its children, due to the uniqueness of their needs -
- or the rarity of their occurrence -
- is a society that does not truly believe in the sanctity of individual growth and fulfillment, and is,
- Fundamentally, mired in superficial views of excellence . . .





## Why we MUST care

True social, educational, and theoretical excellence

- throughout the globe -
- will be greatly enhanced when our most creative problem solvers are supported in programs that genuinely address their immense untapped potential

We are tasked  
with the  
supporting the  
growth and  
development of  
all of our  
children





Highly and profoundly gifted children

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Biologically different from average learners and even more so as they use and develop the wondrous, complex structure with which they were born.

# Growth requires nurture and direction,

- The basic ingredients of the learning process. ...
- We are dealing with the **sanctity of individual** life,
- The inviolability of each **person**,
- The fundamental health of our children
- And our societies ...



**“IT’S WORTH  
PONDERING  
HOW MANY  
SALKS, GATESES,  
OR CURIES  
WE’RE MISSING”**

The Exceptionally and  
Profoundly Gifted

We need to care  
because these  
children are the  
most underserved  
children in our  
school systems.

## The Exceptionally and Profoundly Gifted

Most of them have been given (forced?) regular classroom work that is at levels several years below their tested ability and achievement



Huge mismatch in ability and provisions for the PG

In sports that would be the equivalent of having the school's star varsity basketball player practice with the school's most uncoordinated P.E. student.



I am a mom of an amazing boy. He is 10 (almost 11). He started reading and writing at age 2. He has perfect pitch and composes the most beautiful and intense pieces of music. He is a great chess player, an astronomy fanatic and fan of mycology and other sciences.

I homeschool him through a DL and he has never been tested for giftedness.

I struggle to understand whether that would help or not , whether it would show his giftedness or not .

We are experiencing a lot of difficulty with some teachers not understanding him.

He attends once a week a class with his peers and he gets into a lot of trouble.

The projects prepared are not very stimulating for him and he ends up sitting reading his books for 6 hours or verbally insulting other kids (today the teacher kicked him out of class because he was calling the other kids kindergarten babies and the teacher asked me to pick him up).

The problem is the activities are very primitive (today they were doing paper weaving with strips of paper) and he is reading about universe and galaxies. But his teacher does not see him as gifted but rather as trouble maker who is emotionally immature and who constantly gets into trouble.

When I talk about the word gifted , it does not help...

I am at loss at how to communicate to others what I see , and how to help him

I see his anger, and aggression as a means of being frustrated, not understood, but others don't.

Exceptionally and  
Profoundly Gifted  
Provisions



A lit matchstick is shown on the left, with a bright yellow and orange flame. It is lighting a row of unlit matchsticks that extend across the bottom of the frame. The background is a solid dark red color.

## To light that passion for learning must have:

- access to intellectual peers,
- acceleration,
- programs offering continuous progress,
- substantive challenges with some real world application
- flexible pacing,
- creative and innovative methods and products,
- independent study,
- mentors,
- and counseling.

The image shows the national flag of Canada waving on a white flagpole against a clear blue sky with some light, wispy clouds. The flag is the primary focus, with its red and white colors and the central red maple leaf clearly visible. The text is overlaid on the lower right portion of the flag.

# State of the Art

Canada and the USA



# ACCELERATE

## THE USA: Provisions for Gifted Learners

Dubbed the “quiet crisis” by former U.S. Secretary of Education Richard Riley in 1993, availability of gifted education still varies dramatically between and within states,

Many USA schools under-prepared to meet the learning needs of students with gifts and talents especially the PG

# Serving the Very Gifted

Services that have been found to provide for the needs of this unique population are

- special self contained classes,
- special schools or programs,
- university-based programs,
- magnet schools,
- Governor's Schools,
- International Baccalaureate Programs,
- special study centers, and,
- home schooling



# What do Exceptionally and Profoundly Gifted learners Need?

In the domains in which their strengths lie, our children are going to need a significant degree of acceleration, supplemented by depth in sub-domains of interest.



# Exceptionally and Profoundly Gifted

whose outstanding talents are in fields other than academic will need better and better teachers and space in their lives for total devotion if they are to fulfill their ambition





# **Davidson Institute for Talent Development**

been in existence  
since 1998 but already

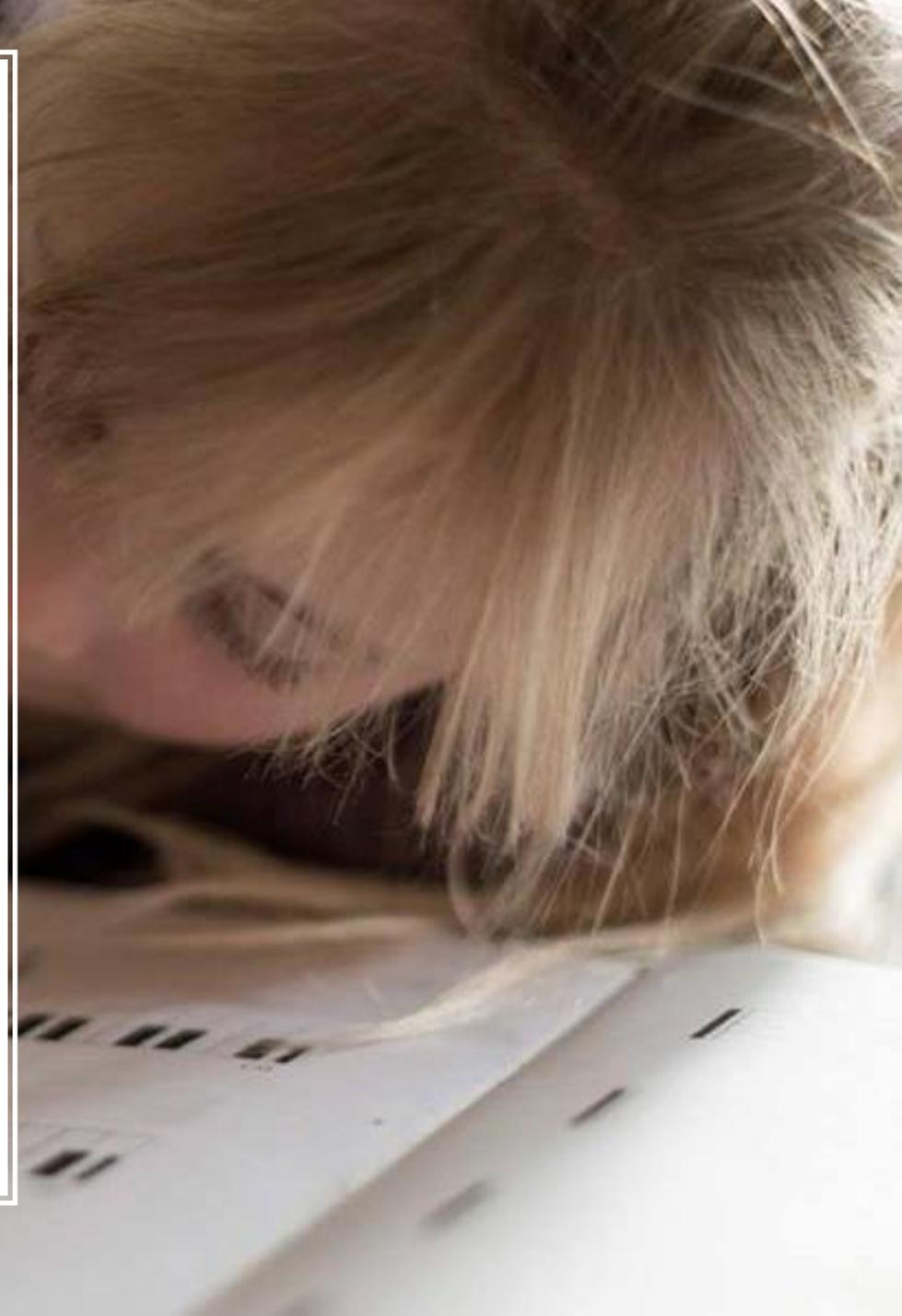
Leading resource for  
highly gifted children  
and their advocates

- Free on-line library of articles on every aspect of extreme intelligence—from assessing preschool children for giftedness to signs of depression in gifted adults
- “Educators Guild” provides teachers, counselors, and administrators nationwide with ideas for meeting the needs of highly gifted children,
- DITD ([www.ditd.org](http://www.ditd.org)) is the godsend that had been lacking in our field since its inception.

Something  
Extraordinary

# Davidson Young Scholars program *USA*

- Began in 1999
- Free, individualized, family-oriented program that supports the educational and developmental needs of profoundly gifted young people between the ages of 5 and 18.
- Assists parents and students with academic support and educational advocacy, child and adolescent development, peer connections and talent development.



# SAIL: Surrey, British Columbia, Canada



- Secondary 8-12; Elementary Kindergarten through grade seven
- Surrey Academy of Innovative Learning (SAIL) is a blended interdisciplinary school where students learn through inquiry and project based learning using a variety of digital tools.
- In a changing world, students need to be independent learners, critical thinkers, collaborators, innovators & contributors.
- SAIL students embrace an innovator mind-set.
- All instruction is fully accredited by the BC Ministry of Education and offers an enriched and flexible educational program.



learning without limits

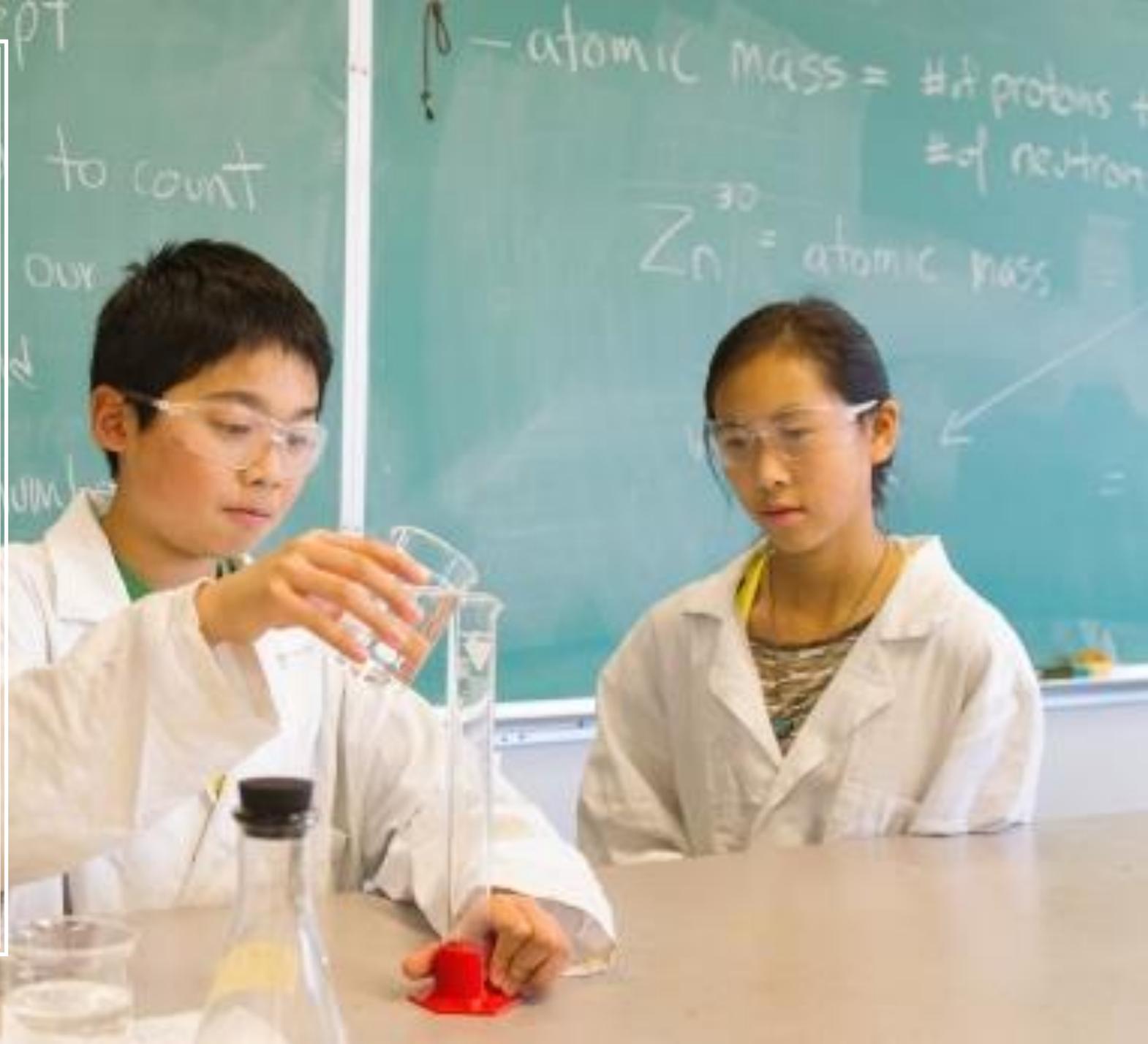


Surrey Academy  
*of* INNOVATIVE LEARNING  
*learning without limits*



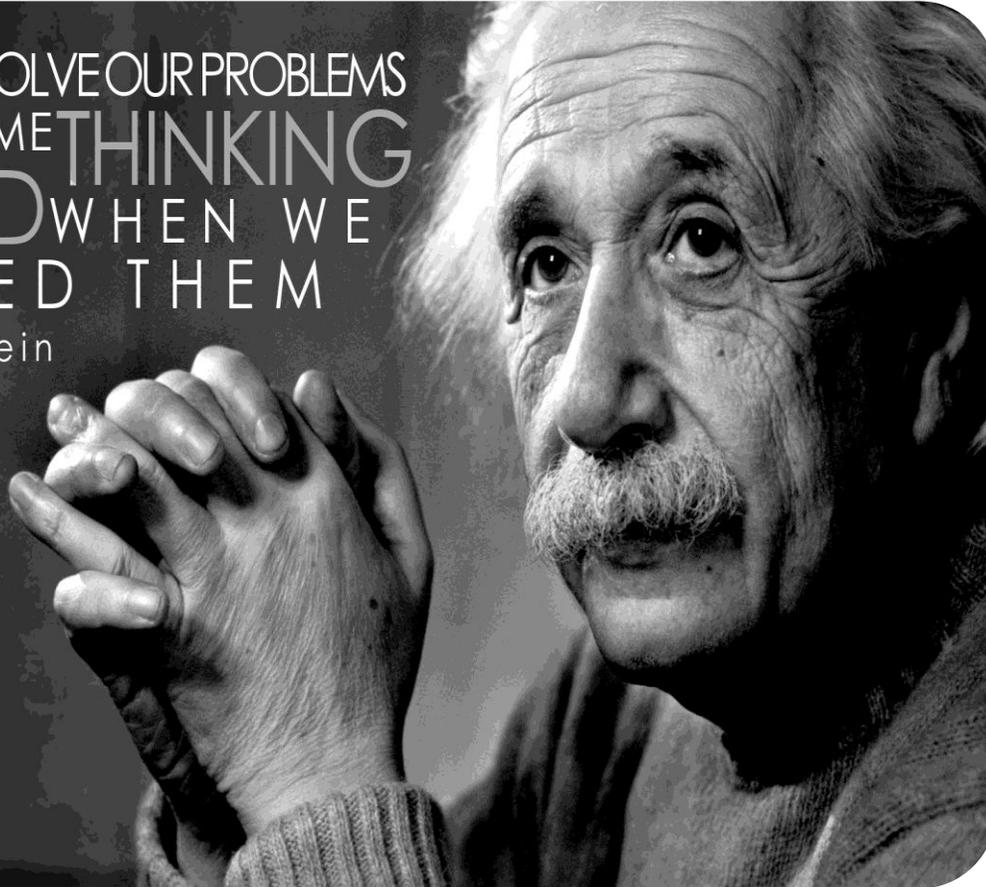
## The University Transition Program, Vancouver, British Columbia, Canada

- Designed to support academic excellence while promoting social and emotional development of academically gifted adolescents who are committed to the goal of early entrance to university.
- Graduates of the two-year program achieve early entrance to UBC by writing the four provincial examinations required by the faculty of their choice.



# What we MUST DO:

WE CANNOT SOLVE OUR PROBLEMS  
WITH THE SAME THINKING  
WE USED WHEN WE  
CREATED THEM  
-Albert Einstein



Teachers and parents together must demand—demand—that some time be allotted in the professional development calendar to address the characteristics of highly gifted children and how to serve them.

All stakeholders parents, policy makers, educational leaders and thought leaders in politics and social reform must exercise the political will and strategize to effectively deal with the needs of these special students