

Some useful quotes and paraphrases: Prepared by Dr Taryn Bloom

"The IQ is just one way to identify a gifted child. Other measurements include: school achievement, creative behaviours, and teacher and parent evaluations. IQ scores are only a single statement of a person's overall potential. A person can be gifted in a creative sense without having an IQ score above 130. Also, measures of IQ are not absolute. They may vary from one testing session to another by 5, 10, or 15 IQ score points depending on numerous factors. Some of these influencing factors are rapport with the psychologist, distracting noises outside the testing room, or the child's general well-being. A child who is tense or hungry or has a headache will not perform as one who is relaxed and feeling good." 'Guiding the gifted child; a practical source for parents and teachers', by J. T Webb, E. A Meckstroth and S. S. Tolan

'From a mastery perspective, giftedness is about superior learning needs at a given point in time, that requires special educational adaptations. It is not about predicting future success. The definition has gone from being one dimensional (high IQ) to multi-dimensional acknowledging outstanding ability in various domains (music, art, maths). Even in those who are identified as gifted because of high IQ scores, most are not gifted across all school subject areas. In fact, many children identified as gifted are quite average in some areas. By the time they reach adolescence, gifted young people who are very good at everything are more the exception than the rule, and as they get older, there are only a very few who can be considered gifted across all subject areas (Matthews, 1997; Matthews and King 1995)

Is learning easy for gifted children? Giftedness does not mean finding all learning easy. The most important component of gifted-level achievement may well be hard work done consistently over many years with an attitude of problem solving. Opportunities to learn are very important, as are the guidance and support found along the way. Exceptionally high achieving adults are characterised by having more failures than others and as having a different reaction to them – specifically, a mastery orientation, where they work to master the skills that they are having troubles with, rather than deciding they aren't capable in that area. So the key here is that there is no real learning without failure, rather it is how we respond to failure. Here we can encourage children to work hard at things they're curious about and foster an attitude that no worthwhile learning comes easily. A quote from a parent of a gifted child: "This is so important! It speaks to our impatient culture of instant success with minimal effort. Kids figure they should comprehend instantly, and then feel stupid if they have to re-read something" by Matthews and Forster, 2005. *"Being smart about gifted education; A guidebook for parents and educators"*