

# Giftedness

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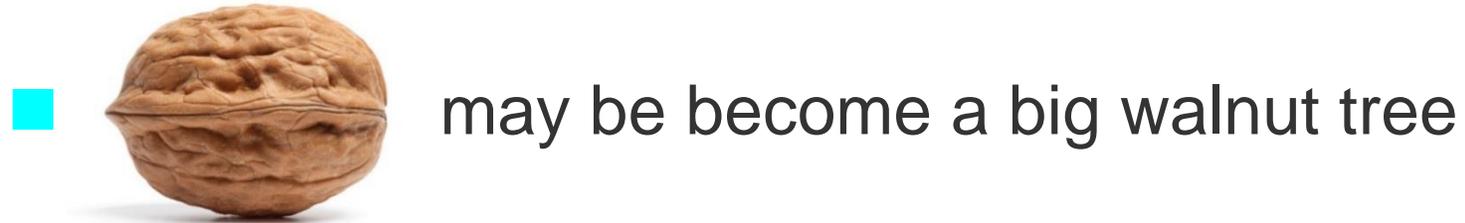
# Giftedness, Talent, Precocity, Prodigy ?

- - many terms
- - different societal references
- - choice of terms creates a reference universe that orients policy debates



# Potential

- - The ability to develop, achieve or succeed a desired future state
- A latent state of what may come to be



- The walnut may be also become
  - part of a salad
  - part of the ground soil
  - a souvenir of a nature walk
  - part of a science experiment on Mars
  - part of a toy

...



# Giftedness

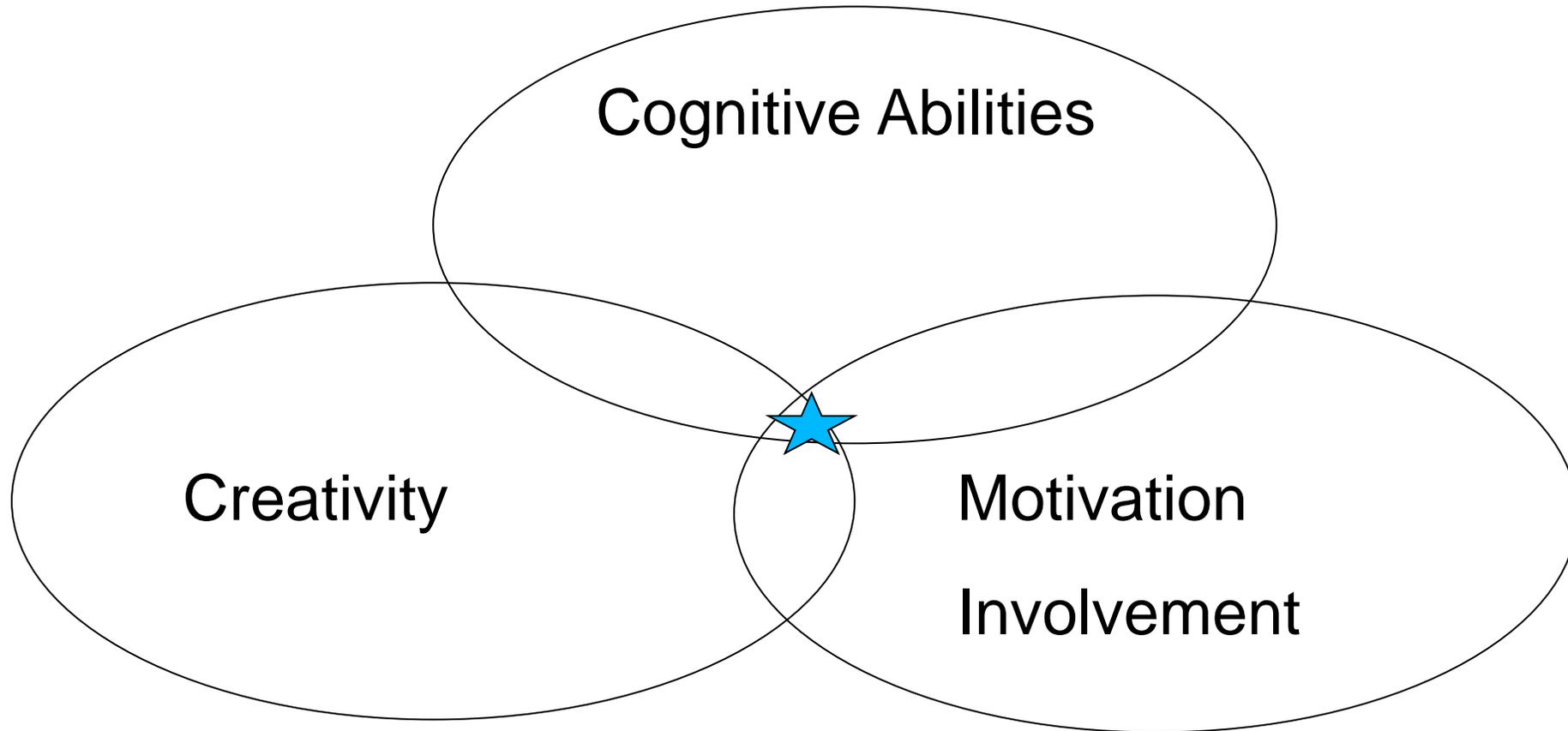
- Terman (Stanford-Binet, longitudinal study)
- Marland Definition\* (US Education Dept)
- Renzulli- three-ring model
- Gagné- DMGT
- In practice: WISC test,  $IQ \geq 130$  (+ 2 standard deviations)

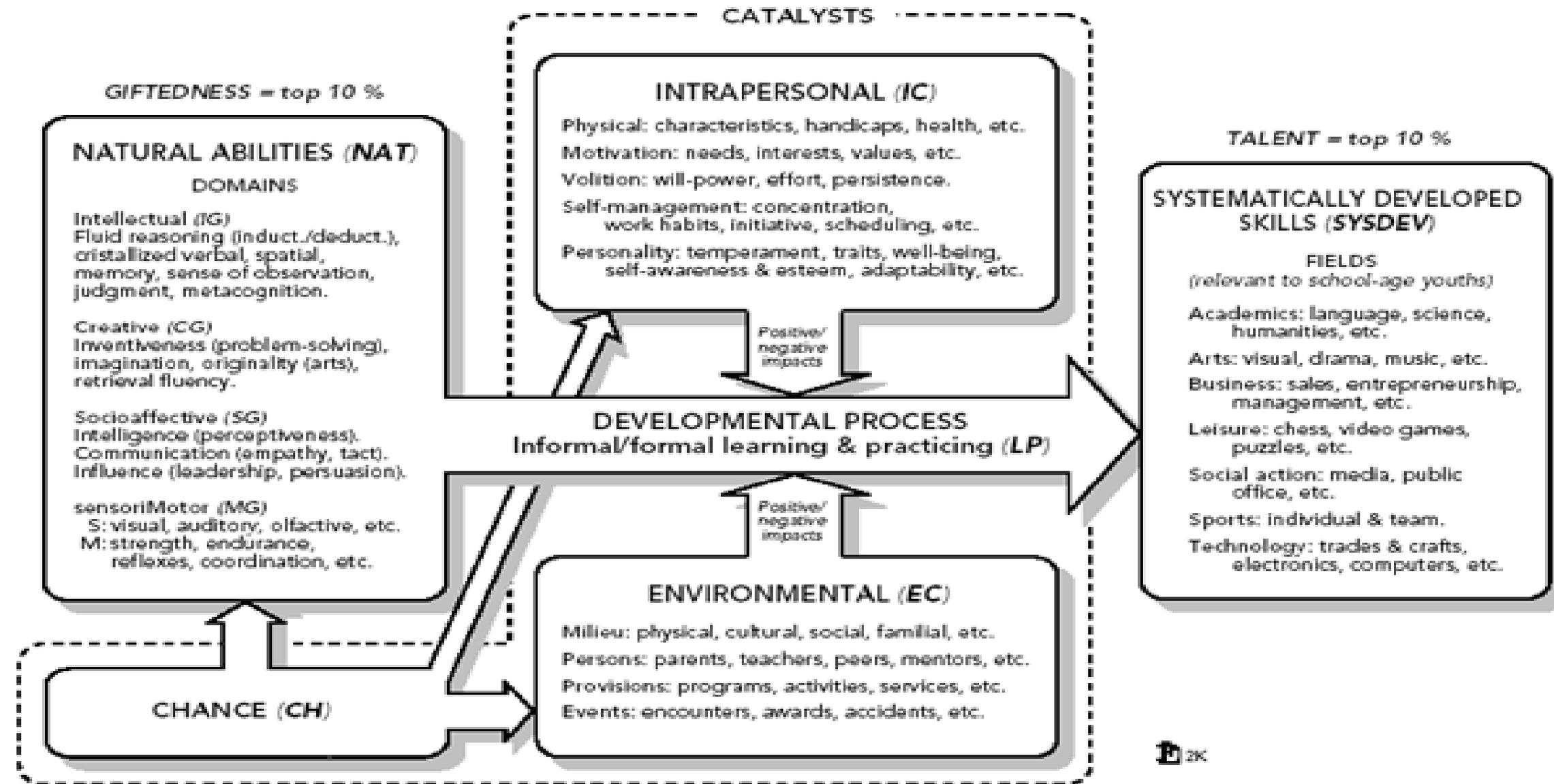
\* capable of high performance, through demonstrated achievement or potential ability in: intelligence, academic subjects, creativity, leadership, visual/performing arts, psychomotor

Gifted and Talented organizations: WCGTC, ECHA, Asia-Pacific



# Models of High Potential (Renzulli)





Gagné's Differentiated Model of Giftedness and Talent (DMGT.US.2K)

# Educational options

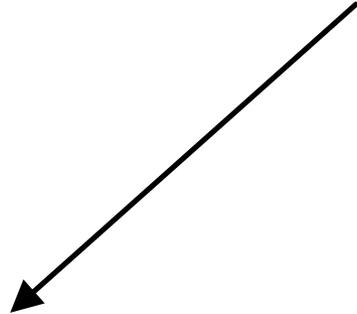
- Special programs or maintenance in regular school setting
- Acceleration
  - Skip a grade
  - Compacted curriculum
- Enrichment
  - Project work
  - In depth study of a topic
  - Discovery of additional topics

# The French connection

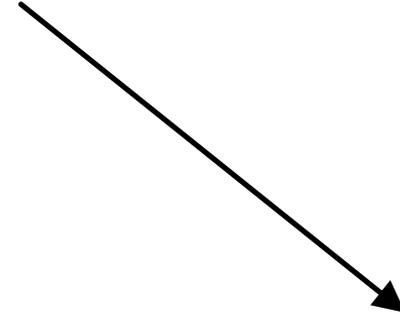


- MEN: Intellectual precocity → skip a grade
- Integration model, for special needs population
- A few special classes, special schools
- Some “UPI” Pedagogical integration units (special cases)
- CNAHP – national expertise and care center : Rennes
- Parent associations, ANPEIP, AFEP, ...
- MEN: recent committee, now uses “high potential”

High Potential  
(gifted)



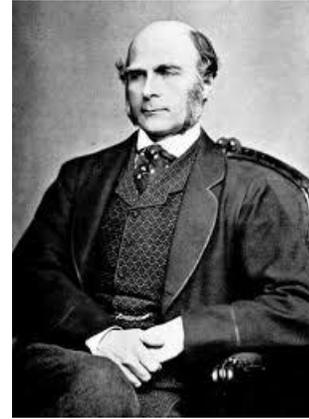
high  
intellectual potential



high  
creative potential

# Intellectual *potential*?

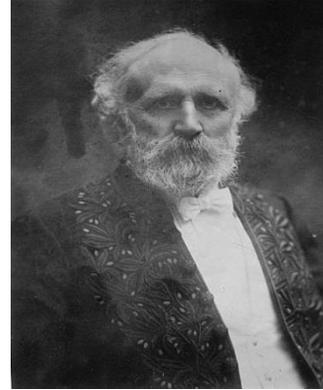
- Galton (1880)
- Binet & Simon (1905)
- Wechsler (IQ tests)



*Types of intelligence : “g”, primary abilities, fluid and crystallized (CHC), analytic-practical-synthetic (Sternberg), multiple intelligences (Gardner)*

# Creative *potential*?

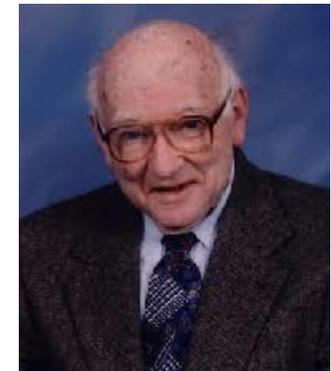
- Ribot (1900)



- Guilford (1950)

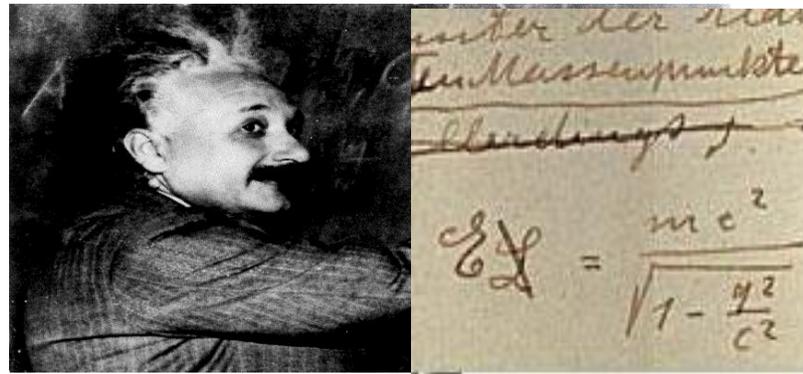


- Torrance (1960)

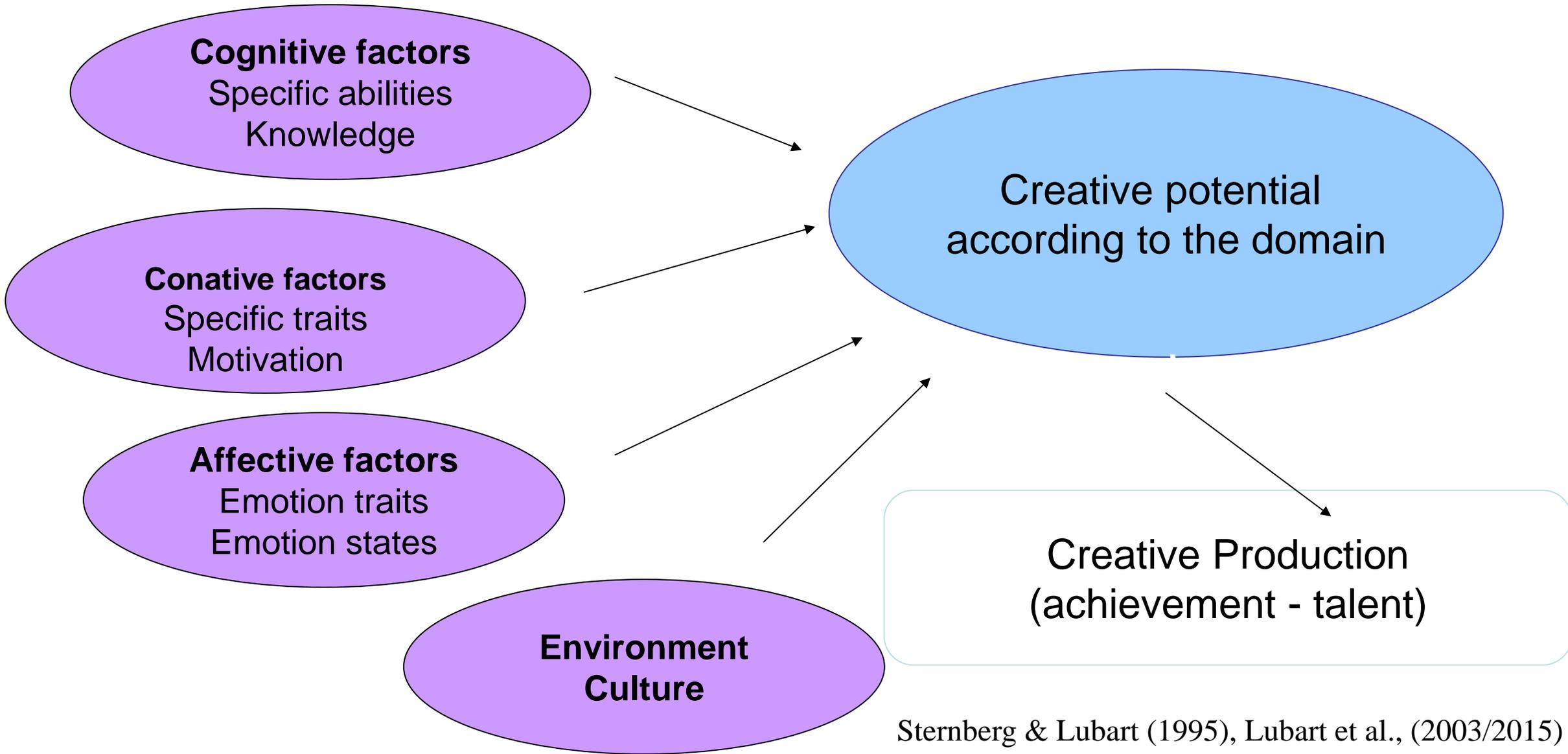


- **Creativity:** the ability to generate new productions that are meaningful in their context

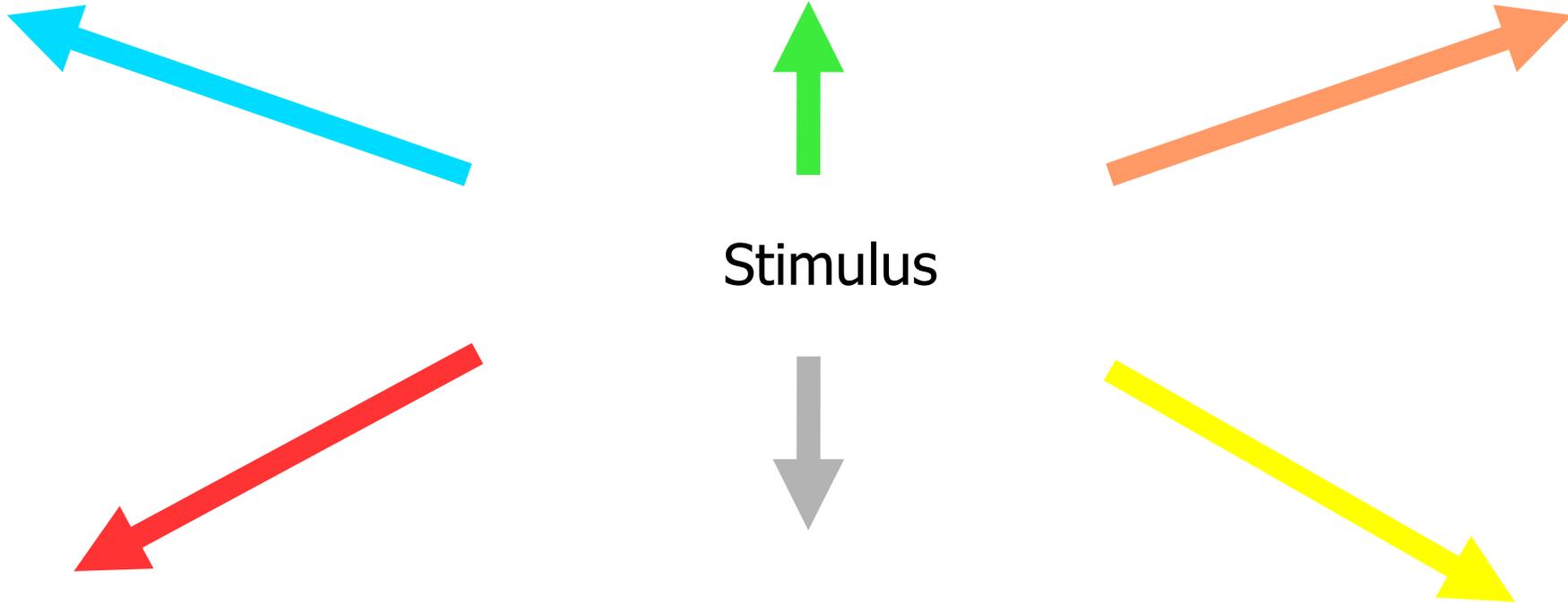
- **Creative potential** = *the latent state of being able* to generate new productions that are meaningful in their context



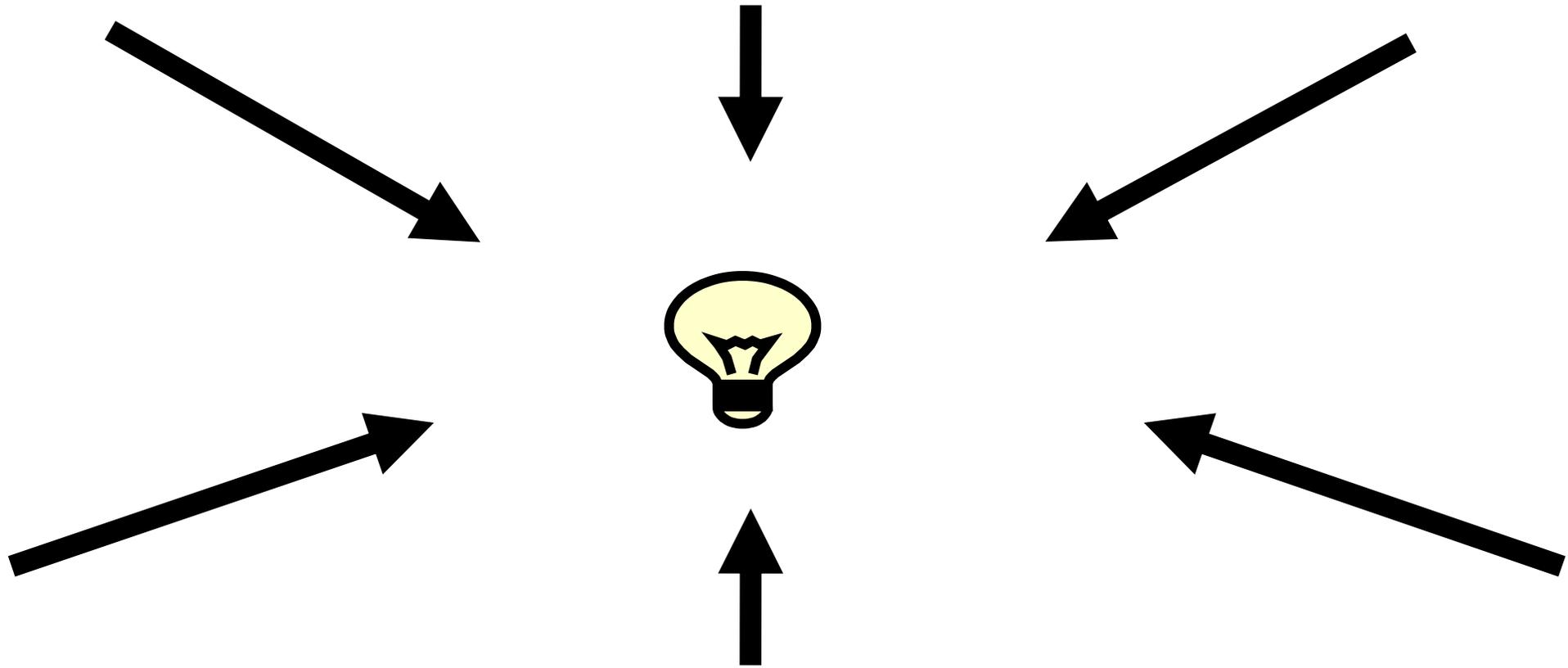
**Creative Potential: Creators**



# Divergent-Exploratory



# Convergent-Integrative





# Creative Potential

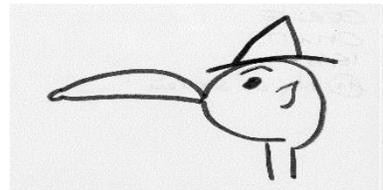
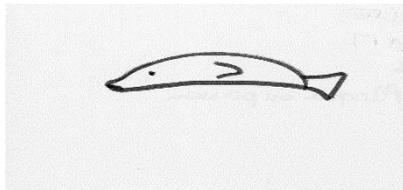
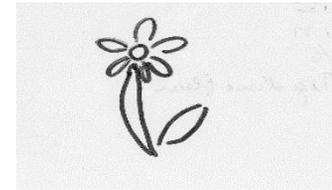
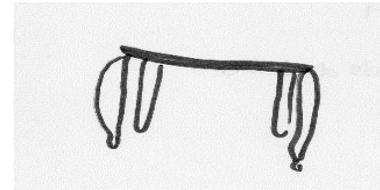
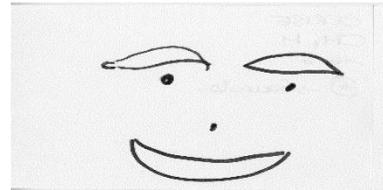
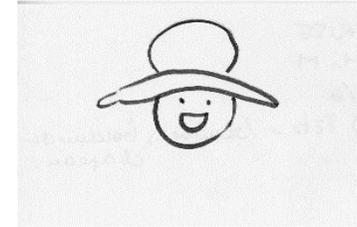
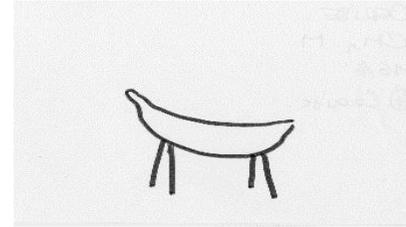
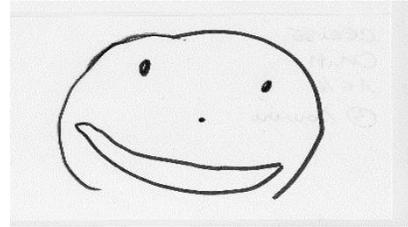
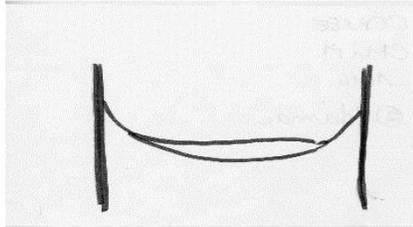


# EPoC, a new battery to evaluate creative potential (Lubart, Barbot & Besançon, 2011)

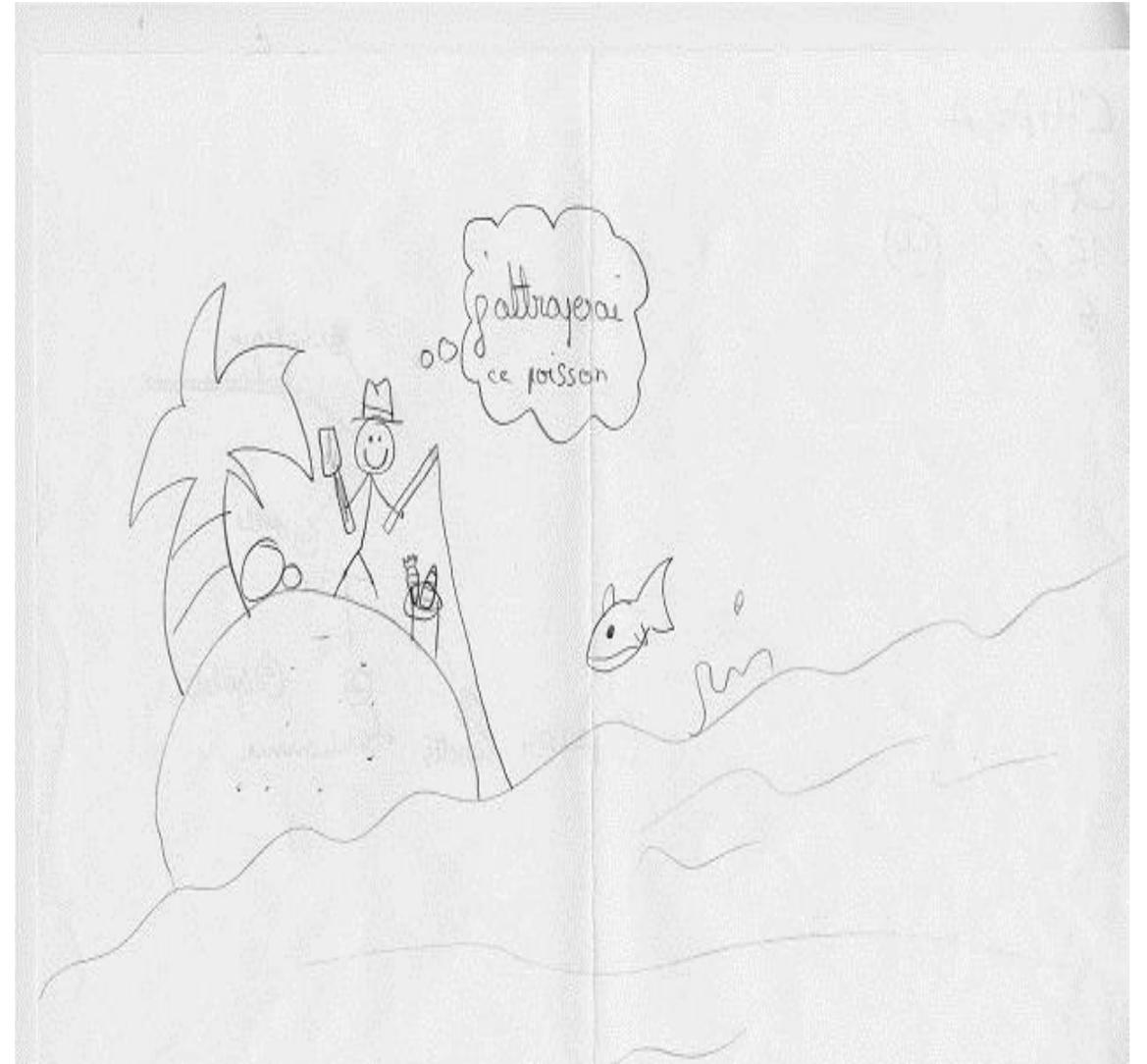
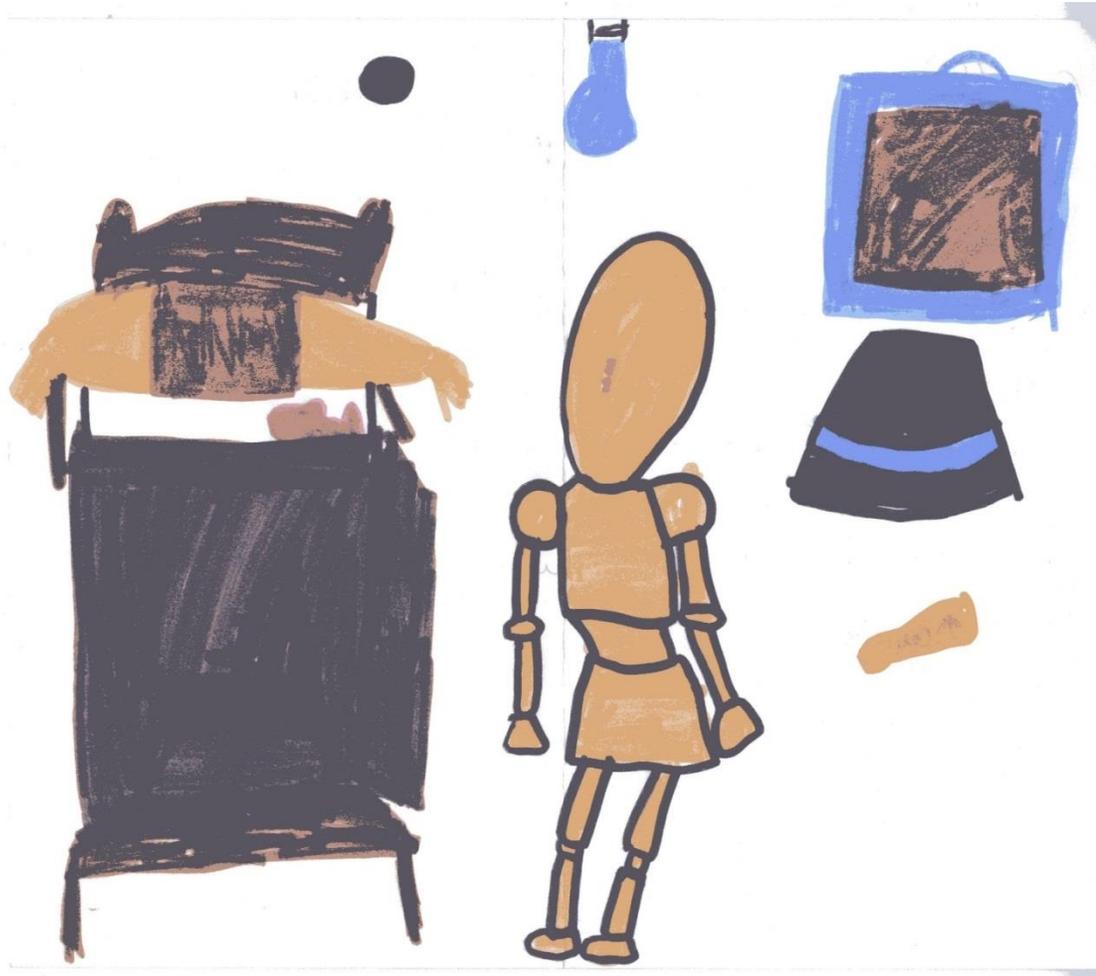
- Developed from 2000 – 2010, based on research on children's development of creative thinking
- 2011: Artistic-graphic and Literary-Verbal domains normed on a French population
- 2013: Versions in English, Arabic, German, Turkish, Slovenian, Croatian, Portuguese, Chinese, Polish (and other languages under development)
- 2014: Extension to Social, Math, Science, Music & Body-Movement Domains
- 2015: OECD research use in 10 countries

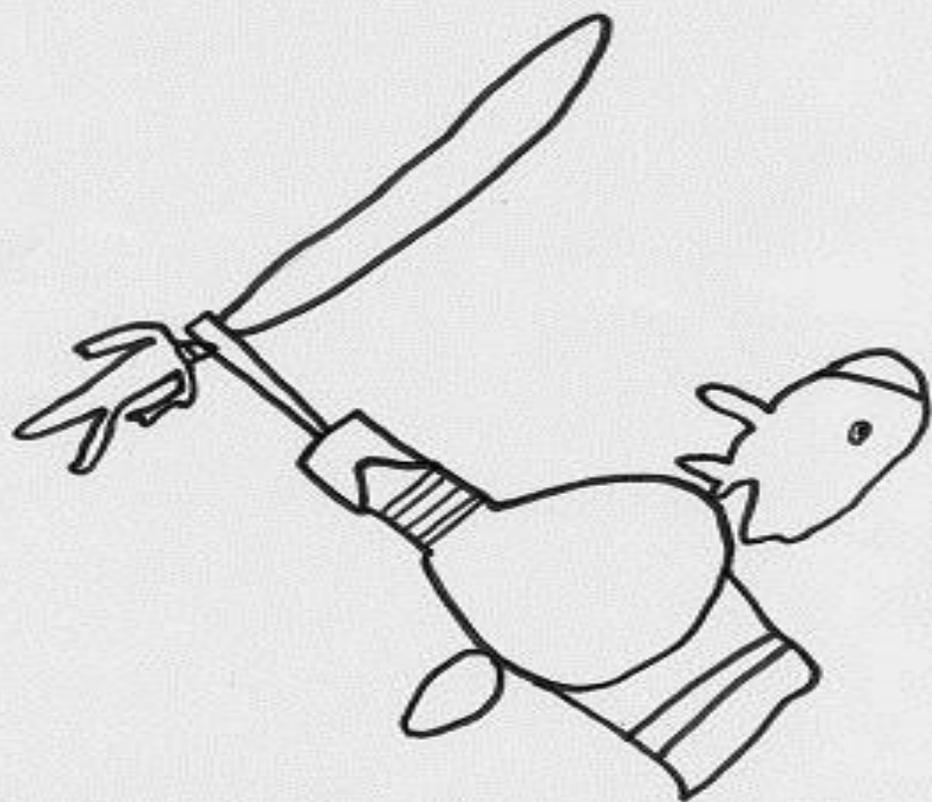


# Examples of productions Divergent-exploratory



# Examples of productions Convergent - Integrative





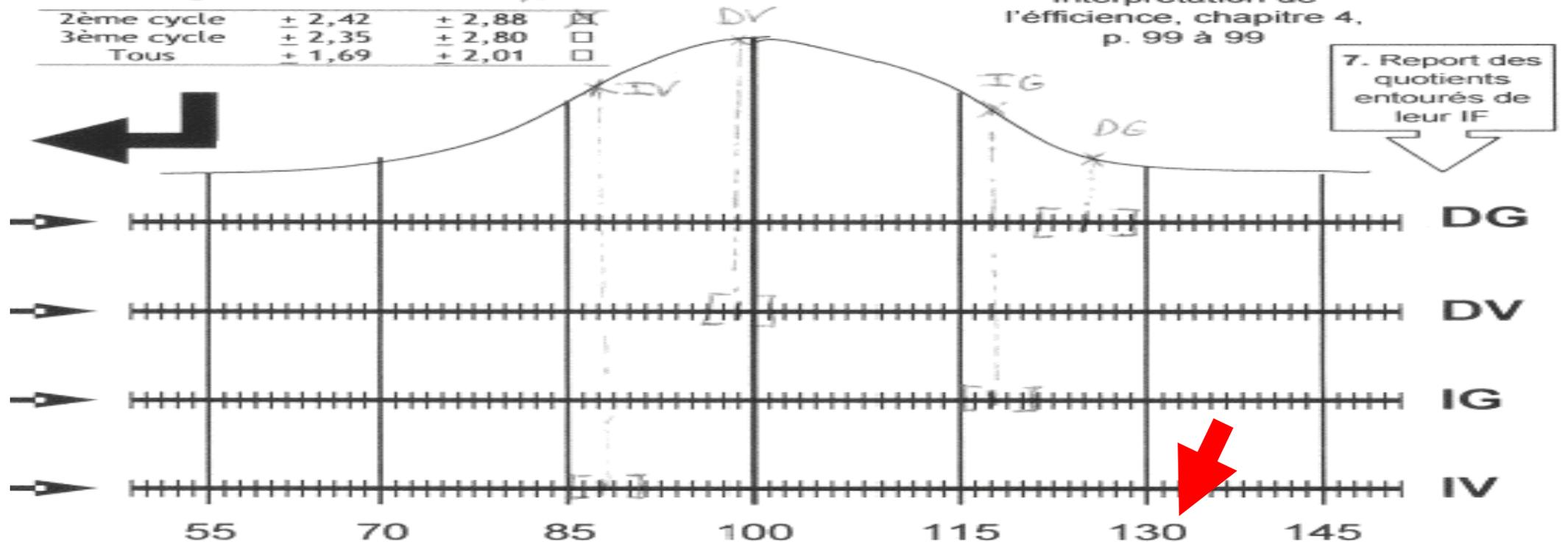
# HP créatif (études CNAHP)

Intervalle de confiance (seuil 90 et 95%) autour des valeurs de quotients

Etalonnage	IF 90% □	IF 95% □	
2ème cycle	+ 2,42	+ 2,88	☒
3ème cycle	+ 2,35	+ 2,80	□
Tous	+ 1,69	+ 2,01	□

## Efficienc

Interpretation de l'efficienc, chapitre 4, p. 99 à 99



Indice	Très limité 69 et moins	Limité 70-79	Normal faible 80-89	Moyen 90-109	Normal fort 110-119	Supérieur 120-129	Très supérieur 130 et plus
DG	□	□	□	□	□	☒	□
DV	□	□	□	☒	□	□	□
IG	□	□	□	□	☒	□	□
IV	□	□	☒	□	□	□	□

Synthèse efficienc

## EPoC and links with WISC

		EPoC			
		DG	DV	IG	IV
<b>WISC4</b>	<i>Compréhension verbale (ICV)</i>	.14	.16	.21	<b>.26</b>
	<i>Raisonnement perceptif (IRP)</i>	-.24	-.07	.11	.06
	<i>Mémoire de travail (IMT)</i>	-.15	-.07	.19	.09
	<i>Vitesse de traitement (IVT)</i>	-.23	.13	<b>.28</b>	.10
	<i>Quotient intellectuel total (QIT)</i>	-.14	.07	<b>.28</b>	.21

# Summary of the main points

- Giftedness: a complex concept
- Several forms of high potential
- High potential can be assessed
- Potential can be developed through education

Thank you

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