

# Topic:

## "Determinant factors in discovering, nurturing and valuing children with high potential"

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*" ... Twice exceptional children are special: they are generated by crisis, depend on crisis, can cause crisis, but, capitalizing their high skills - may create brilliant solutions to the crises of humanity."*

(Prof. F. Colceag)

### Argument

World education system crisis requires a change of approach to education and training of generations to come. The paradigm shift cannot be just a "trend" statement. Due to the advancement of knowledge in various fields (psychology, medicine, chemistry, sociology, anthropology, spirituality, etc.), technological development associated with them, the realities revealed require radical changes of attitudes and actions.

The research of the phenomenon of giftedness (GIFTED) is part of this process. It runs consistently, insistently, and progressive. Awareness of value and utility of gifted children is more obvious for various decision-making structures.

The integrated approach to gifted education must target all involved pillars: children, parents, teachers, communities, forums and institutions. All have their merits and the responsibility part for the success of this endeavor. The holistic and complex approach, with long-term vision but also and with clear understanding by all the decisive factors of the consequences of their actions - is the only way to solve effectively the global problems and to succeed to overcome major crises that we find.

Gifted children are the intellectually top of humanity and those who can generate extraordinary solutions to solve problems. Yes, they are special. Yes, have special needs, high expectation and we cannot constructive involve them by taking into account of all these. Their valorization depends on a range of critical factors that can influence radical. Parents, teachers, communities, and administrative and legislative authorities are those who have a vital contribution in this endeavor. Each of them, on its decisional level of involvement and responsibility generate effects that are defining in the valorization of gifted children.

\* Presentation structure (30-45 min.)

**Themes (subjects) addressed:**

1. Gifted: phenomena, events and defining elements (asynchrony, 2E). Features and specificities.
2. Determinant factors for efficient valorization of gifted children in educational environment: parents and teachers.
3. Prospects and implications.

**Subthemes:**

- 1.1 Definition frame of GIFTED phenomenon. Defining asynchrony, 2E. Psycho pedagogical features of 2E children (profile) and relational and emotional specificity.
- 2.1 The role of parents in the discovery of high ability and/or disability. The essential contribution in supporting education and training, in valorization of gifted children.
- 2.2 The importance of teachers training in education specificity approach of gifted child. Mentor and model of continuous evolution.
- 2.3 Need for innovation of learning environment: physical context, individualized curricula, attention to design and organization. Improving the context for the discovery and valorization of giftedness and/or accommodating disability.
- 3.1 The importance of complex and multidimensional approach of gifted phenomenon to succeed a harmonious development of gifted children and their effective valorization-integration. Elements of impact analysis.

# COURSE SUPPORT

## 1. GIFTED: PHENOMENA, EVENTS AND DEFINING ELEMENTS (ASYNCHRONY, 2E). FEATURES AND SPECIFICITIES

### 1.1. Definition frame of GIFTED phenomenon. Defining asynchrony, 2E. Psycho pedagogical features of 2E children (profile) and relational and emotional specificity.

**Giftedness:** Giftedness is an asynchronous development in which advanced cognitive abilities with high emotional intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony grows more on higher intellectual abilities bases. The gifted uniqueness makes them vulnerable in a particular mode and ask for changes in parental education, learning and counseling to provide optimal development. "(Columbus Group, 1991)

Giftedness may take the form of both asynchrony and twice exceptionality. Defining and distinguishing of this two related phenomenon is required.

**Asynchrony:** Asynchrony describes a cognitive development much faster than physical and emotional development. This development makes gifted children eager to find out information for which they are not emotionally prepared.

Exceptionally gifted or highly gifted children include:

- Those children whose scores on IQ tests exceed 148 on Stanford-Binet scale or 140 on WISC-R scale
- Children prodigious in fields such as: music, mathematics, chess and others
- Children with extremely highly developed talent
- Children with a very high intellectual development (IQ over 170). It is considered to be gifted children those who have an IQ over 130, representing about 2% of statistic population.

A child with these characteristics is usually first seen by parents who want a specialized test. Because gifted children (gifted) shows particular features of development, was built and developed in many countries worldwide, an educational system that takes into account these particular characteristics and can use the enormous intellectual potential (and not only), directing the education of these children particularly in mass education.

The best proof for exceptional results of “Gifted Education” system is the high-level intellectual performance achievements or by other nature of the participants, and, in particular, their social inclusion in an efficient manner, that respects the developmental right of gifted children.

**Twice exceptionality:** a phenomenon more and more present in human reality. Under the incidence of this phenomenon are enrolled children showing giftedness on a dimension or more on a scale such as:

- Cognitive intelligence,
  - General intellectual ability,
  - Creativity,
  - Leadership,
  - Visual arts
  - Performance in manifestation - Show arts
- and diagnosed with a **disability** such as:
- Behavior (ADHD, attention deficit disorder, hyperactivity)
  - Learning (oral expression, understanding of reading, written expression, basic reading skills, reading fluency, reading comprehension, math, math problem solving);
  - Emotional/relational disability (autism spectrum disorder (Aspenger));
  - Impaired hearing, vision, motor or combined; speech difficulties (specific learning disabilities, emotional disabilities, physical disabilities, sensorial, behavioral)

## **1.2. Psycho - pedagogical features and perceptual particularities. Twice exceptional profile.**

Knowledge of psycho-pedagogical features and relational and emotional specificity of gifted children is the starting point in any attempt to understand the phenomenon we are facing. These stand on the base of development of favoring learning contexts, effective valorization and integration of high potential area. They will target two clearly differentiated profiles: asynchrony and twice exceptionality. Both have in common high ability, so we will focus on specificity of high skills manifestation in psycho-pedagogical general profile and with particular emphasis on the twice exceptionality - as more complex and complicated phenomenon like manifestation forms. Thus we see that the two - giftedness and disability - manifests on identical psychological dimensions, anatomical, physiological or functional. That means, the same dimension can generate both giftedness and disability. The direction of accessing is given by the genetic context, before or after natal development factors, genetic inheritance, accidents, incidents, etc. Each of them and the combinations generate (cognitive component (high ability), emotional component (sensitivity of any kind) or integrated side of phenomenon (the behavioral)) produce changes and clear specificities in the psycho-pedagogical characteristics of the 2E child.

It follows a clearly defined profile which summarizes both psychic characteristics and emotional, moral and relational aspects. It can guide us toward deepening knowledge of

individual aspects, specific to each combination of high ability and deficiency, which help us to understand them and offer them the needed support.

**The main dimensions** are emerging as follows:

- Gifted children /2E discover the world after their own principles. These principles are developing specific perception of reality and specific perspectives of action.
- They can infer and develop their own understanding of reality and thus - develop their own networking algorithms.
- They are building their own ways of action, often based on their preconceived ideas.
- They generate and base their attitudes in ethical conduct with qualitative higher benchmarks.
- They find their own balance by confirmation of their own value and validation of moral-ethical principles.
- They can help qualitatively and essentially by expanding knowledge to the new dimensions of complexity and they valorize themselves by awareness of their own potential.

Yet, discovery, testing and further development may become real challenges for families of gifted children 2E and for non specialized teachers. Therefore, a brief overview of the defining qualities that would indicate giftedness and/or 2E is required.

**General psycho-pedagogical features** that may suggest the presence of a highly developed skills:

- Very good **memory** (on different sensorial sources/learning styles); as a characteristic can be mentioned one aspect - very good long-term memory and short-term memory - poor;
- Highly developed **vocabulary** (in the domain of evolution, performance); extensive and complex vocabulary in oral expression, but limited - in written expression - as a form of presence in 2E;
- Advanced **understanding** of nuances (phenomenon/emotion/concept/movement); **divergent thinking**: linking things/phenomena (concepts, emotions, etc.) to another structure, manner of work (algorithm), context, different ways of handling, etc., to develop new facilities/capabilities; solve problem with creativity and nonconformist (divergent and lateral thinking);
- **Abstract thinking** (complexity /logical/emotional efficiency); understand very well abstract concepts, but encounters major difficulties in understanding simple materials/concepts, with gradual phased roll - may suggest the presence of a conceptual symbolic disability: dyslalia, dysgraphia, dyscalculia, etc.;

- Long term **attention** and persistence (on topics of interest); fine observers, very intuitive/sensitive/receptive on the field of passion; preoccupied with their own thoughts;
- Search/ask testing/ question probing (**relevance argumentation**, the real motivation);
- Broad level of interest; interest in experimentation and implementation ("doing") of things different - **creativity, originality**;
- High level of **curiosity**; curious, **passionate**, with sense of responsibility;
- Often - **self-taught**; learn very quickly (emotions/concepts/symbols/movements);
- **Very fine hearing** combined with limited hearing skills - a form of deficiency;

### 1.3. Emotional-relational particularities

- Intense **feelings/emotions** and overreaction (by area of interest - curiosity); **sensitivity/emotional fragility**; usually - profound emotional (on inner vector and/or exterior); very sensitive, <dramatically> on the skill domain;
- **Correct, moral, vigilantes, fair, idealists; idealism and sense of justice, fairness**;
- **Can be anxious and impatient** with their own or others inabilities (slowness); frustrated, intolerant, stubborn, egocentric, critics, anxious, with social interaction difficulties - all based on a high skills that help them compensate/accommodate disability (if applicable) and even excel on the field of passion.
- Passionate and with great sense of humor. Specific and fine sense of humor.

#### How do they perceive themselves?

Researching various studies, case presentations and reports, we find that the way they perceive themselves and **how the environment perceives them** is different. Perceptual particularities, owing to both deficiency and how they manage their high skill, generate to them an own perception of self.

First, from childhood, they perceive their **uniqueness**, that they are distinguishing, special. The phenomenon is true for asynchrony and for 2E. Here, major importance in establishing polarity of negative attitude (defensive, unfavorable, negative, etc.) or, on the contrary - neutral, detached on how they are – have the parents. If they are informed about all the issues involved, if they do not feel alone and overwhelmed, if they know how to seek help, seek solutions, build their existence from some clear data - then the child will imitate the same attitude. Most often, however, it happens to be overfulling and even overwhelmed by the problem and then the child will take over these states. On the other hand, combinations generated

between deficiency and giftedness is quite individual - range of events is wide and individual - another source of uniqueness.

Asynchronous children/2E has **profound values and beliefs**. By the nature of genius but also of diseases and injuries, they have a very developed sense of justice and fairness. They are intolerable with injustice that is done to themselves and others around them. At the same time, they perceive themselves as different, they relate more naturally to the spirituality and **universal values**.

**Perception** is built on identification, association and pickup reference patterns. Thus they discover, know and integrate new information. The basic premise - is **reporting to universal laws**, to their character consistent and quality feature. They are not limited to axiomatic knowledge, but seek to discover sources and the effects it generates.

Always succeed to focus their attention on an **area of passion** - because of their limitations, they get to focus on what makes them curious, they are passionate about. They are determined to **overcome the limits** they can come to excel.

They are characterized by **wide horizons of knowledge** - permanent extension of horizons of knowledge through personality qualities: they are curious, passionate, committed.

The environment, by its cultural, educational nature and heritage for generations, get to see them somehow different:

- Motivated to overcome obstacles;
- Isolate and rejected;
- Trigger reactions in the environment, may disrupt social comfort;
- Are outside the norm and reference standards (both on the dimension of intelligence/talent as well as that of helplessness, illness);
- Seek to gain the respect of those from the environment;
- They are recognized for their exceptionality.

## **2. DETERMINANT FACTORS IN EFFICIENT VALORISATION OF GIFTED CHILDREN IN THE EDUCATIONAL ENVIRONMENT: PARENTS AND TEACHERS.**

### **2.1. The role of the parents i the discovering of high ability and/or disability. The essential contribution in supporting education and training, valorization of gifted children.**

**2.1.1. Early discovery** of both disability and high ability is a defining importance. Basically, the emotional affective climate, emotional state and interior comfort - inner elements, that provides learning and quality education, are generated primarily by eliminating sources of frustration. Or attempts to mask disability (perceived as a source of embarrassment, shame, incompetence) is a constructive energy consumer in significant quantities, which otherwise could be used in knowledge. On the same principles emotional frustration happens, when high ability is not discovered. The child intuits that is exceptional on one area, but not receiving the recognition and validation from the environment, reach to lose self confidence and live emotional anguish full of anxiety and frustration.

Parents, in both cases, are the most important factor in their early detection. They interact daily with the child, in both formal and informal contexts - in the family environment. If we help them to realize the importance that they have in this process, consciously observe certain parameters that might suggest disability or high ability – we ensure a great deal of success.

#### **2.1.2 Parents - reference model** to interact with the surrounding world.

Having built specific perception (in terms of the information deprivation that comes on sensor/ deficient area - particularly at 2E children), the child learns the emotion and relationships with the world through the example of parents. If for typical children this is a common and naturally algorithm, for gifted children/2E the relationship with parent is much more specific and deep, reaching to take the form of strong attachment that can be serious obstacle to learning-developing emotional. Knowing this psycho-emotional specificity by parents help them to correctly interpret certain signals, give them constructive direction, to help children build a healthy emotional framework. The shame, embarrassment, anxiety, exaggerated reactions, violence, impatience and many other emotional manifestations that speak about a lacking of emotional language, about self control and heavy management of emotions are those it can learn from the parents. Equally true is the reverse phenomenon: optimism, constructive curiosity, openness to diversity, acceptance and positivity are qualities that all parents can transmit through the attitudes that they show for the whole situation of the child, to the reaction that the environment transmits, beside the future that awaits them.

### **2.1.2.1. Parents –determinant element in education-training steps of gifted children.**

The success of specific educational programs, developed to support knowledge and forming personality of gifted children is deeply influenced by parental involvement, support and dedication. There are numerous studies that indicate clearly and without possibility of interpretation the importance of this support for educational process.

Awareness of each milestones, involvement in ownership by gifted children/2E of developed individual programs, creating and maintaining a climate conducive to their emotional and psychological comfort - are just some educational areas that deserve to effectively involve the parents. For this purpose can be used such us case studies in which are presented examples of involvement and support, the importance of the attitude of parents and also documentaries with scientific arguments of this process. The examples below can be use as didactic material to highlight those presented.

<https://www.youtube.com/watch?v=NlpxjBgG-7E>

<https://www.youtube.com/watch?v=eGguwYPC32I>

<https://www.youtube.com/watch?v=PIQ4z-1OVw4>

### **2.1.2.2 Parent – the main source generating paradigm, legislation, attitudes and behaviors change.**

We have already mentioned how important is the environment reaction to the perception of gifted child's own value, to build strong sense of self-esteem. We saw, also, the fact that there are differences between how they perceive these children themselves and the way the environment perceive them. To bring these perceptions to a common denominator, we must insist on the need for general change in addressing the phenomenon of giftedness.

The changes may generate at policy and legislation level, by attitudes which themselves can assimilate - empower them and make these children parents responsible of to seek knowledge, support and involvement. In all countries that developed the legal-educational-social framework for integration and valorization of gifted children – the engine for change were parents. They formed associations, get involved in the work of NGOs in the field, sought understanding and support everywhere. Open attitude to promoting "own story" - the specific cases of manifestation and valorization of gifted children opened doors and mentality.

Valorizing giftedness are all winners:

- The society earns unique and innovative solutions to crises and everyday problems. The specific of crisis (more frequent!) requires just such this type of solution to be managed effectively.

- It is known that the most majority of humanity brilliant personalities presented disabilities of the spectrum mentioned in the previous chapter.

Effective management (sometimes accidentally, sometimes intentionally) of this issue has brought the use of high potentialities to their full capacity. However, cases are known when genius was under of the abyss sign, of questionable values.

If we examine the case studies of such "black geniuses", come to find that the decisive role (in about 85% of cases) in the polarization values has the family environment and education in the early years of life.

The frustration, rebellion, ambiguity and the rest of the destructive attitudes spectrum are those underlying antisocial behaviors; persistent attitudinal deviations bring with them depression, anxious feelings, violence, suicidal tendencies. These may be mobilizing to develop some antisocial approaches or with deeply distorted values.

Their genius thinking, in the multitude of associations and connections they make, manages to find relevant interpretation, motivational and even moral to deeply duplicitous actions, interpreters and even criminal.

See biographies of Hitler (leadership), Sorin O. Vântu (general intellectual intelligence), Napoleon (leadership, general intellectual abilities)....

Deepening these analyzes, we come to appreciate the importance of moral-ethical education of gifted children. We have already seen how important values such as fairness and justice to 2E profile are. These two can be defined, however, on totally opposite principles. The family is the reference pillar in correct substantiation to these principles, especially considering the total authority for the child in early years.

- Development of science and technology brings considerable perceptual changes for generations to come.

From year to year we see more and more "standard deviations" in the development of children. The reference standards will also change at a time. If we can develop a management structure of gifted children, especially those 2E - we could earn a very good start to realize the change of paradigm and vision of the whole phenomenon of education and learning.

## **2.2. THE IMPORTANCE OF TEACHER'S TRAINING IN SPECIFICITY OF GIFTED CHILDREN EDUCATION APPROACH. MENTOR AND MODEL IN EVOLVING**

### **2.2.1. Professional training**

Professional training of teachers specialized in working with gifted children and twice exceptionality is absolutely necessary. The multiple specificities of psycho-pedagogical and emotional-relationship profile, the need to build individualized curricula and their adjustment according to performance assessed at different stages crossing - calls from teachers involved in this process knowledge, skills and outstanding professional and human qualities. We cannot be effective and to give without conscious support and permanent power source with the latest information in the areas which influence our work. We will not be credible and worthy to be followed if the values that we promote, attitudes we adopt, behaviors that we manifest will not be deeply passed through our personality structure and understanding of professional ethics and deontology that we have chosen to represent us.

*Emotionality and relationships.* Gifted children have special emotional sensitivity - particularly they feel any discordant note and, by associations that develop, come to realize much easier source of these discrepancies. They are addicted to building a relationship of trust with the teacher. They often develop life attachments to their teacher or educator. The abrupt change of emotional states, the passion they put into everything they do, the inspiration they need to overcome their limits all depend on the attitude of the teacher, of his caring, tolerance and patience of being careful to every emotional detail; on his quality of not leaving anything to chance, unclear, unanalyzed, unspeakable. Failures or inabilities can unbalance them quickly and demotivate. They can be impatient and intolerant with attitudes and behaviors of other children. Environment reactions can be disruptive or misunderstood. All this generates negative affective states, which if not managed properly, lead to a total unfavorable climate for learning and developing.

*Training and lifelong learning.* Gifted children learn "different". They may face with change in pace of learning, can change the direction of interest on the same field or in different fields; exceptional curiosity may lead them to seek unknown depth in a niche. The teacher must be prepared to recognize these specificities, to encourage them and guide them constructively to valorizing them at each step. He must find the right balance between being flexible and open, on the one hand, and consistent and stable (quality referential) - on the other hand. It is very important to motivate and inspire children to knowledge, but equally important is to be standard of calm, balance, determination, both as a professional, and, very important - as a human model.

A special reference may be made in **methodic and didactics** of giftedness training and education.

**Learning materials** will be adapted both learning style, to the preferential way of perceiving information and taking into account - in 2E case – of the limitations imposed by a disability. Prospects that will support these materials will be different as source, the way of phenomenon reflection, interpretability or vision. Meaning, in the explanation of a phenomenon, it will seek teaching materials to elucidate both depth knowledge of it, contiguous detailing and the tangents/implications it has with other phenomena; will always leave room for the imagining of the development of the phenomenon, directions that can take this development, the changes can bring to various other fields.

It will encourage critical questions and attitudes on knowledge. A doubt means your access and harness different types of thinking. It will be supported the constructive mistake - the better and deeper human being learns from own mistakes. Their analysis, recognition and management mode to correct them, develop at children control mechanisms and trust that there is no situations without positive solutions.

**Knowing specific methodic** so to valorize giftedness as, in particular - to accommodate deficiencies to 2E children - is another aspect that explains a solid training of teachers in giftedness. Accelerated reading, mental abacus, learning foreign language by non-traditional methodologies (teacher Georgi Lozanov school from Bulgaria), embossed print (for the blind), music in colors, tastes painting and many-many other examples are quite handy to experience them and test the effectiveness on the group of children.

**Studying best practices** in countries with some experience in valorizing the giftedness field, we find that a particularly efficiency for education and learning have teaching experiences in small groups. Grouping gifted children and their involvement in the areas of passion and/or high ability manages to be a remarkable consistency. They not only exchange views and information on the area of interest - they succeed to socialize, to learn to interact with other children; learn to be tolerant to other opinions or attitudes, to understand that others - can be different, may think differently and can manifest differently on the same topic/situation. This tolerance of diversity helps to build a comprehensive view of reality; sometimes they take information and experiences from other children who would have come to sensor/faulty dimension (especially in cases of 2E). Learning in small groups is clear recommendation for learning.

At the learning environment we refer in more detail in a separate chapter.

**The role of teachers**, thus, is a complex one: they not only educate and support training; they can be child confessor, his source of inspiration, the shoulder rests in difficult moments. Thus, for teachers and educators who choose to be with these children is very important to know these issues, the implications they may have and how they can manage. Specific training and

lifelong learning are those that will ensure cognitive and emotional support for teachers and educators and will make them effective in ensuring, in turn, a beneficial climate for development and enhancement of gifted children/2E.

### **2.2.2. The mentor role and the specificity of the relationship**

If in the previous paragraph we referred to the general particularities of the teacher need for training, here we want to emphasize a little the specificity of the relationship between teacher/educator and gifted child/2E. After the parental model (sometimes even before that) - the teacher model may be one determinant. Human values it transmits, beliefs it promotes, attitudes that displays, behaviors, ways of relating and responding to the environment - can be major qualitative referential for gifted child/2E. They come both from the tool position that has the teacher, and especially - the specific nature of the relationship they have with these children.

*Mentoring* is considered to be the most efficient and constructive approach as a way of relating gifted child/2E with the teacher. This choice is justified by both the freedom it allows and for the limits involved. The child perceives the openness and attitudes of trust but knows he can find a reasoned and argued opinion on any topic of interest. Or - can seek together what they discovered they do not know. Precisely this permissiveness requires the teacher/educator outstanding moral rigor. Issues of deontological and professional ethics must be deep and grounded, on universal valid values and consistent professional knowledge. Building relationships with gifted children on the basis of principle of mentoring is a special direction in the training of teachers to foster learning and development of these children.

### **2.3. THE NEED OF INNOVATION THE LEARNING ENVIRONMENT: PHYSICAL CONTEXT (ATTENTION FOR DESIGN AND ORGANIZATION), INDIVIDUALIZED CURRICULA.**

Referring to the learning environment - we consider all the aspects involved: physical environment, climate (including time and effort management), the individualized curricula and building constructive motivation.

*Physical environment and climate* - design, organization, management. They will follow, first of all, clear principles of safety and facilitating interaction between children and teaching material or instruments and laboratory equipment. Here we consider exploitation of both environmental of classes, workshops, libraries and other learning environments: nature, special places (experimental workshops, engineering offices, production enterprises, etc.).

Then, the real focus will turn to aspects of *aesthetic-didactic stimulating and challenging design*. Often, just building meaningful physical environment has led to the discovery of high ability and/or disability. Also the environment is one that is often called the "third teacher".

It is known the quality of gifted children to study alone, to improve their knowledge through individual study, self-taught.

The **physical environment** is one that helps them to keep curiosity alive.

The **design** will take into account the elements absolutely necessary (right light, calm, quiet climate, green plants, equipment and adequate teaching materials, adapted furniture, etc.), especially those that can be interpreted in many contexts-phenomena and seek to eliminate all that is in addition (non-essential details, noise, kitsch, inadequate furniture, troublemakers elements for focusing and study, etc.).

#### ***Individualized curricula.***

The necessity of building individualized curricula is already well understood by most policy makers. Their effective execution - remains a challenge.

The basic principle to develop effective curricula is knowledge and understanding of psycho-pedagogical and relational-emotional profile of the child (group of children) which it is addressed.

For giftedness profile in addition to *psycho-pedagogical "standard" particularities*, *physical-age specificity*, step in some aspects absolutely necessary to be considered:

- a) *High ability particularity* – dimension on which it manifests (leadership, cognitive intelligence, general intellectual ability, creativity, visual arts, movement arts and performance achievement (dance, music, sports, theater, etc.);;
- b) *The disability or deficiency particularity* (where applicable) - both in design and learning activities and the child's emotional approach;;
- c) *Specific particularities generated by the combination of the two's* – in 2E children case;
- d) *Specific psycho-pedagogical characteristics* of gifted children (see Chapter 1).
- e) *The needs and expectations* (the moment and long term) of the 2E children and their families;
- d) *Social context and its evolution* in the foreseeable future - to intuit possible directions (niches) for valuing gifted children.

In addition to these important elements, a special role has **attention to approved learning styles** (favorite) by the child. Providing information in the most favorable manner to assimilate, specific to the child's profile - maximum streamlines their assimilation.

Knowledge of these issues, of the sources of information for each dimension in part - is totally relevant to shaping a **consistent, efficient, flexible and adaptable** curricula depending on the performance achieved, the learning style, the interests of time, motivation, etc.

An excellent functional example of structure approach, including curriculum is *Fractal modeling* structure, developed by prof. Florian Colceag - wide concept, complex and consistent, which allow consideration of a multitude of variables and factors involved in education and training gifted children; observation their networking and interdependence, calculating the possible evolutionary directions and building effective educational pathways depending on each individual needs. Furthermore, accessing variables from various social human fields - we insight possible niches that may occur in the future, for valuing high potentialities.

Studying it can be done within hours of special training for teachers working with gifted children and apply/experience effectively in everyday work.

**Motivation.** Building a constructive motivational base - is another factor of paramount importance for the success of the approach.

This will focus on *successes visibility* achieved through learning, **valuing the curiosity, imagination and natural creativity** specific giftedness. Here can include organizing exhibitions

(concerts, shows, performances, etc.) - for giftedness in the performing arts; achievement of experimental prototypes of various kinds - for giftedness on creativity and innovation; participation in projects and concrete social action - for leadership; involvement in research projects for gifted in cognitive intelligence, involvement in specialized and interdisciplinary research - for giftedness on general intellectual ability.

These are just a few suggestions for how to achieve the motivational approach aimed at **learning visibility**. Within hours of teacher training for working with gifted children/2E, finding efficient ways to build the perfect motivation for the targeted profiles can be an example of practical activities on a very important topic.

The approach to acquire the necessary motivation will focus on support for learning by **building emotional climate** appropriate to the personality types, the specific emotional-relational profile (characteristic to profile of high ability and/or disability) of these children.

**Encouraging, supporting and consistent dosing of effort**, involvement in various activities and extra school activities (extra-curricular) can motivate these children and can access absolutely impressive constructive energy sources. Partnership attitudes, the trust in success shown to children, optimism and positivism in sometimes unbearable situations can do wonders.

Prospects for **future valorization and utility of knowledge gained**, at subsequent stages of the training process (professional achievement, for example) - are another motivational dimension. Illustration by citing case studies and biographies of famous personalities may be outstanding inspirational sources. In this context it may be exposed visions on possible niches for **applicability of knowledge**, about the evolution of technology and science, about increasing complexity of human civilization, about crisis and the importance of crisis management.

These motivation issues are important for both children and their parents. Teachers will be those who have the care and moral support of families of gifted children. It is imperative that **teachers INSPIRE for knowledge**.

Intellectual abilities of these children often are not so need guidance as especially inspiring. They will know themselves what they are passionate about, will search for information of all kinds (curiosity and their determination are known), it may well infer possibilities for valuing of high skills. But the **inspiration and motivation**, generated by these, is invaluable and often (at least for now) is poor. Therefore, within specialized training, construction of ongoing and constructive motivational approach will be one of the key issues addressed.

## **2.4. IMPROVING CONTEXT FOR DISCOVERING AND VALUING GIFTEDNESS AND/OR DISABILITY ACCOMMODATING.**

This approach will target specific technologies and methodologies related to education and training of gifted children. Their importance is so as referring to the high ability and reference to disability. In both cases, consideration and attention to these elements will significantly facilitate development and knowledge.

By amplification effects - will make learning accessible on dimensions that would otherwise remain inaccessible.

The effects of adjustment - can considerably reduce the disability imposed by limitation and/or deficiency. Therefore, knowing the sources of efficiency - amplification - accommodation such as: equipment, technologies, tools, knowledge/new researches, methods, teaching materials and reaching even to change different paradigms, can build another topic for teacher training hours in valuing giftedness and 2E.

## **3. PROSPECTS AND IMPLICATIONS.**

### **3.1. THE IMPORTANCE OF COMPLEX AND MULTIDIMENSIONAL APPROACH OF GIFTED PHENOMENON TO SUCCEED A HARMONIOUS DEVELOPMENT OF GIFTED CHILDREN AND AN EFFECTIVE VALORIZATION-INTEGRATION OF THEIR ELEMENTS OF IMPACT ANALYSIS.**

Concluding the discussion, we come to see that giftedness phenomenon is complex, multidimensional, interdisciplinary and with clear integration needs and integrated vision.

Each of the involved factors/elements described above has its importance and only aggregated progress on all dimensions, together, can bring hope of success.

We will not succeed to do identification and early training - we create emotional imbalance and frustration.

There will be no specialized teachers - we will not succeed also in effective identification of giftedness/2E or in their educational-training development (curricula, motivation, etc.).

If we do not build the legal framework and clear social opportunities to exploit the high potential – the effects of educational advancement and all the effort of professionals will have very little impact for social benefit. This would implicitly mean lack of valuing of gifted children and depriving of any motivational construct to support their integration by utility. As we see - all are directly related to the "all". That is why we insisted on mentioning (at this moment) implications for phenomenon of all stakeholders and we have suggested possible directions of development.

Giftedness research is evolving. And enhance key findings still come. There are enough "space for knowledge and discovery", waiting to be accessed, for gifted children, for parents and teachers, but also for decision-making forums that will build and implement high potential in real benefits.

We, the specialized professionals, have a duty to devote to give knowledge and understanding, for support, guidance and inspiration, for development of effective programs and to develop relationships between all the actors involved: gifted children, their parents, institutions and legislative bodies.

We have responsibility, duty and calling to succeed.

## REFERENCES

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