The Whole Gifted Child
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What educators and psychologists recognize as giftedness in children is really potential giftedness, which denotes promise rather than fulfillment, and probabilities rather than certainties about future accomplishments. How high these probabilities are in any given case depends much on the match between a child's budding talents and the kinds of nurturance provided.
Potential
Is a moment, a thought, a flicker,
a chance, a change, an idea of what
may become...

Potential
Is the feeling that I can do that,
I want to do that,
I will learn to do that . . .

Potential
is usually felt within,
but it can be seen by others
even before you know it . . .

Potential is courage,
a risk, an opportunity,
the possibility of a passion,
the opportunity for the beginning
of a life changing moment...

Potential is
what you may become . . .

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Autonomous learners perceive *learning and living* as two main components of their on-going development of potential in the *cognitive, emotional, social and physical domains*. Their motivation comes from within, they internalize skills, and *passion learning* is their *driving force*. Autonomous Learners are *never satisfied*, for they perceive their needs for a nourishing life, as well as the greater needs of society.

*(Betts, Betts, Kapushion, & Carey, 2014)*
The Four Domains of the Whole Child
Giftedness is a greater awareness, a greater sensitivity, and a greater ability to understand and transform perceptions into intellectual and emotional experiences.
Development of Self-Concept and Self-Esteem

Self-concept is defined as “the perceptions one has of oneself in terms of personal attributes and the various roles which are played or fulfilled by the individual” (Beane & Lipka, 1980).

Self-esteem is defined as the “evaluative assessment one makes regarding personal satisfaction with roles and/or the quality of performance” (Beane & Lipka, 1980).
Maslow’s Hierarchy of Basic Needs

- Aesthetic
- Cognitive
- Self Actualizing
- Self Esteem
- Love (Belongingness)
- Security (Safety)
- Physiological
Needs and Challenges of the Gifted & Talented (If not met, issues & concerns develop)

- Asynchronous development
- Feelings of isolation
- Overexcitability (social situations)
- Conflicting expectations
- Heightened sense of self
- Perfectionism/task persistence
- Loss of childhood
- Advanced moral development
Support and Facilitation of the Whole Gifted Child

- Unconditional Positive Regard
- Acceptance of Self
- Group Belonging (Formal and Informal)
- Parental Acceptance, Support and the Importance of “Letting Go.”
- Variety of Exploratory Learning

- Enrichment and Acceleration
- Pacing, Depth & Complexity
- Cognitive & Meaningful Challenges
- (Informal Learning)
- Passion Learning (selection by the learners)
- Integration of the Emotional, Social, Physical & Cognitive Domains by the Learner
The Diverse Gifted Learner

- Motivation to achieve for the good of the collective
- Excellent communication in own language
- Excellent memory in topics of interests (passions)
- Uses insight to understand what’s going on with people
- Creative/Imaginative - thinks in pictures
- Responds well to mentors who show intellectual respect

(Patty Rendon & George Betts)
The Non-Cognitive Comes Before the Cognitive.

Virginia Satir, 1976
Unconditional Positive Regard

Carl Rogers, 1965
Self-Concept and Self-Esteem
True Motivation Comes From Within . . .
Passion Learning is the Highest Level of Learning

E. Paul Torrance, 1983
Today is Our Future...