

The Apple Doesn't Fall Far from the Tree, or Does It?

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True or False

1. Intelligence is something very basic that can't change very much.
2. You can learn new things, but you can't really change how intelligent you are.
3. No matter how intelligent you are, you can always change it quite a bit.
4. You can always change basic things about the kind of person you are.
5. You can do things differently, but the important parts of who you are can't really be changed.

Giftedness

- What is giftedness?
- Where does it originate from?
- Which is more influential, heredity or environment?

Nature

- “Nature, we are starting to realize, is every bit as important as nurture. Genetic influences, brain chemistry, and neurological development contribute strongly to who we are as children and what become as adults” (as cited in Van Tassel-Baska et al., 2009, p. 56).
 - Do you agree?

Nature

- 1960s, identical twins separated at birth and raised in different environments
 - High similarity of intelligence
 - Personality and temperament characteristics similar (e.g., motivation)

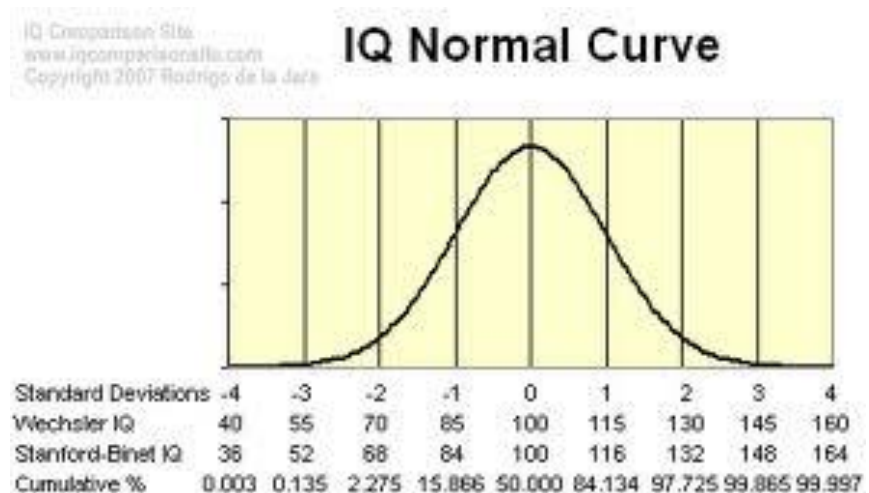


Nurture

- “The route through childhood is shaped by many forces, and it differs for each of us... the care we receive, our family relationships, the place where we grow up, the schools we attend, the culture in which we participate, and the historical period in which we live—all these affect the paths we take through childhood and condition the remainder of our lives” (as cited in Van Tassel-Baska et al., 2009, p. 59).
 - What do you think?

Nurture

- Young children can show an increase in measured intelligence if they are given strong emotional and educational enrichment.
- Up to 7 or 8 years old, IQ scores may increase by 10 to 20 points or more with environmental enrichment.



Chance

- “It is hard for educators, parents, and members of the helping professions to realize that their best efforts on behalf of potentially gifted children can be enhanced or nullified by circumstances over which they have no control... chance factors should never be trivialized... especially given so many eminent people emphasize unpredictable events that helped them reach the top” (Tannenbaum, p. 55).
 - What do you think?

Common Characteristics of Gifted Children



- Acquires and retains information quickly

Strength(s)

Issue(s)

- Impatient with slowness of others; dislikes routine and drill; may make concepts unduly complex

- Inquisitive attitude;
intellectual curiosity;
intrinsic motivation

Strength(s)

Issue(s)

- Strong willed;
excessive in interests;
expects the same of others

- Ability to conceptualize; abstract thinking; enjoys problem solving

Strength(s)

Issue(s)

- Omits details; resists drill and practice; questions teaching procedures

- Love of truth, equity, and fair play

Strength(s)

Issue(s)

- Worries excessively

- Enjoys organizing things (and people); seeks to systemize

Strength(s)

Issue(s)

- Constructs complicated rules; may be seen as bossy or domineering

- Large vocabulary;
broad information in advanced areas

Strength(s)

Issue(s)

- May use words to escape or avoid; become bored with school; seen as “know-it-all”

- Has high expectations; is self-critical and evaluates others

Strength(s)

Issue(s)

- Critical of others; may become easily discouraged or depressed; perfectionistic

- Seeks new experiences; willing to consider the unusual

Strength(s)

Issue(s)

- Overly intense focus

- Creative and inventive; likes new ways of doing things

Strength(s)

Issue(s)

- May disrupt plans or reject what is already known; seen by others as different

- Intense concentration; long attention span in area of interest; persistent

Strength(s)

Issue(s)

- Seen as stubborn; resists interruption; neglectful during periods of focused interest

- Sensitivity; empathy for others; desire to be accepted by others

Strength(s)

Issue(s)

- Sensitive to criticism or peer rejection; may feel different and alienated

- High energy;
alertness;
eagerness

Strength(s)

Issue(s)

- Needs
continual
stimulation;
may be seen as
hyperactive;
frustrated with
inactivity

- Independent; prefers individualized work; reliant on self

Strength(s)

Issue(s)

- May reject parent, teacher, or peer input

- Diverse interests and abilities; versatile

Strength(s)

Issue(s)

- May appear scattered and disorganized

- Strong sense of humor

Strength(s)

Issue(s)

- Humor may not be understood by peers; may become “class clown” to gain attention

What Do You Think?

- Would you add anything to this list?
- Are these characteristics inherited or learned?
- Why is it important to look at strengths as well as possible issues?