

Creatively Gifted Students are not like Other Gifted Students

Research, Theory, and Practice

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This book focuses on the needs of creatively gifted students and how schools can meet those needs. Creatively gifted students show exceptional levels of creativity. These students may or may not have developed other talents and abilities, yet. Even when their abilities and talents are apparent, the needs of creatively gifted students may not be recognized by current gifted education programs. Regardless of whether a creatively gifted student is included in these programs, schools often inadvertently ignore their special needs. The goal of this book is to share the newest research about the attributes and needs of creatively gifted students and the kinds of programs that best address those special needs.

The overarching goal of this book is to share with scholars, educators, and practitioners the latest research on creatively gifted students and the kinds of programs that best meet the unique needs of these students. Through the knowledge and experiences shared here, we hope to help close the gap between what these children need and what they are getting.

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Edited by

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DEDICATION

To my dear friends, Jim Weiner and Chip Goldstein- KHK

For Jack Naglieri, who has been a childhood babysitter, mentor, groomsman,
collaborator, and a beloved, trusted friend – JCK

For Sylvia — JB

To my father Capt. S.R. Sriraman on his 75th birthday [10-08-2012]



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KYUNG HEE KIM, JAMES C. KAUFMAN, JOHN BAER AND
BHARATH SRIRAMAN

INTRODUCTION TO CREATIVELY GIFTED STUDENTS ARE NOT LIKE OTHER GIFTED STUDENTS

Research, theory, and practice.

This book focuses on the needs of creatively gifted students and how schools can meet those needs. Creatively gifted students show exceptional levels of creativity. These students may or may not have developed other talents and abilities, yet. Even when their abilities and talents are apparent, the needs of creatively gifted students may not be recognized by current gifted education programs. Regardless of whether a creatively gifted student is included in these programs, schools often inadvertently ignore their special needs. The goal of this book is to share the newest research about the attributes and needs of creatively gifted students and the kinds of programs that best address those special needs.

Most gifted education programs have the promotion of creativity as one of their goals, and many include creativity in their screening process. Regardless, a large and often overlooked gap remains between the way gifted education programs treat creatively gifted students, and the needs of those students. Exhibiting creativity may help a student in the selection process and creative-thinking activities may be part of the program itself, but the special and important needs of creatively gifted students are neglected. The result of this gap is creative underachievement by individual students, and a collective diminishment in world achievement by virtue of what these potential creators never do.

Students in a gifted education program with extreme math or science or language abilities will be given opportunities to accelerate math or science and language arts studies. Students with outstanding music or artistic abilities will have opportunities to develop the domain-specific skills and acquire the domain-specific knowledge in those areas of special talent. Rarely is any program or provision made for a student who is extremely creative, who has yet to achieve high accomplishment in any particular area.

This book addresses the following topics:

- social needs of creatively gifted students and the importance of engagement as a key component of student academic success (see, e.g., McCormick and Plucker's chapter on "Connecting Student Engagement to the Academic and Social Needs of Creatively Gifted Students")

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K. H. KIM, J. C. KAUFMAN, J. BAER AND B. SRIRAMAN

- assessment for student selection (see, e.g., Piirto's chapter, "But Isn't Everyone Creative?")
- ways to nurture creativity in teachable "micromoments" in the classroom (see, e.g., Beghetto's chapter, "Nurturing Creativity in the Micro-moments of the Classroom")
- aligning program goals with selection procedures (see, e.g., Baer's chapter on "Aligning Program Goals, Student Selection, and Program Activities")
- applying a dual process (conscious/unconscious vs. explicit/implicit) model to understanding creative giftedness (see Eskine and Kaufman's chapter, "Grounding Creative Giftedness in the Body")
- importance of early experiences and implications of making giftedness productive for talented students (see, e.g., Paik's chapter: "Nurturing Talent, Creativity, and Productive Giftedness: A New Mastery Model")
- applying visual teaching and learning strategies along with principles of design to foster creative development within and across curricular areas (see, e.g., Daniels's chapter, "Picture This: Integrating Visual Thinking, Design, and Creativity Across the Curriculum")
- career development for creatively gifted students (see Kerr and Vuyk's chapter on "Career Development for Creatively Gifted Students – What Parents, Teachers, and Counselors Need to Know")
- use of neuroimaging techniques to highlight the neuroplasticity of children's brains vis-à-vis the development of creativity (see Jung and Ryman's chapter on "Imaging Creativity")
- relationships between intelligence and creativity and between reasoning ability and divergent thinking (see, e.g., Baudson and Preckel's chapter on "Intelligence and Creativity: Their Relationship with Special Attention to Reasoning Ability and Divergent Thinking. Implications for Giftedness Research and Education")
- use of technology in nurturing creativity (see, e.g., Hong and Ditzer's chapter, "Incorporating Technology and Web Tools in Creativity Instruction")
- role of genetics in creative talent (see Simonton's chapter on "The Genetics of Giftedness: What Does It Mean to Have Creative Talent")
- techniques that increase and utilize creativity in play (see, e.g., Russ, Fehr, and Hoffmann's chapter on "Helping Children Develop Pretend Play Skills: Implications for Gifted and Talented Programs")
- how to improve the critical and evaluative thinking skills of creatively gifted students in ways that enhance both idea generation and selection in the writing process (see, e.g., Pfeiffer and Thompson's chapter on "Creativity from a Talent Development Perspective: How It Can Be Cultivated in the Schools")

The overarching goal of this book is to share with scholars, educators, and practitioners the latest research on creatively gifted students and the kinds of programs that best meet the unique needs of these students. Through the knowledge and experiences shared here, we hope to help close the gap between what these children need and what they are getting.