
PROBLEM OF INTEGRATING GIFTED AND TALENTED CHILDREN IN AN INCLUSIVE SITTING

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ABTRACT

This paper focuses on the problem of interacting with gifted and talented children in an inclusive setting. It takes a critical look at the introductory aspect of the subject matter, conceptualization of the framework, various categories of gifted and talented children, characteristics of gifted and talented children, procedures for identification of gifted and talented children, gifted and talented in an inclusive setting, problems of inclusive education of gifted and talented children and strategies for nurturing gifted and talented educational needs.

INTRODUCTION

Society has always admired one who is outstanding in a given area, one who surpasses others in some area of performance either in physical strength or intellectual capability is looked upon with respect. It is no wonder therefore; that King Solomon was honored in every valuable line of human activity is constantly or repeatedly remarkable in their performance. Public law 91-230, section 906 of the United State of America, define Gifted and Talented to children are those professionally qualified persons by virtue of outstanding abilities in capable of high performance : these children require different educational programmes and services beyond those normally provided by the regular school programmes in order to realize their contribution to save the society. Inclusive means that anyone can participate. In Education, an inclusive setting is a place such a school or colleges where children of all abilities learn together. In an inclusive classroom, children with learning disabilities such dyslexia and physical disabilities, such as deafness learn alongside children of both average and exceptional ability. Integration, young people with special educational needs being placed in mainstream provision with some adaptations and resources but on condition that the young person can fit in with pre-existing structures, attitudes and unaltered environment. Therefore this paper addresses the following objectives, the need of Gifted and Talented in an inclusive settings and how gifted and talented can interact with other students in the same school curriculum or environment, and more so the need for hiring intelligent teachers for such children.

Definition of the terms

Gifted

Garuba (2001) define gifted as the possession of potential or demonstrable superior capacity for unique performance in intellectual tasks.

Talented

Ali (2001) talentedness as those whose by virtue of outstanding abilities are capable to high performance in many of the following abilities:-General intellectual ability, Specific academic aptitude, Creative or productive thinking, Leadership ability, Visual performance ability and Psychomotor aptitude

Gifted and Talented

Policy and implementation strategies for gifted and talented children (revised 2004) defined gifted are those whose potential is distinctly above average in one or more of the following domain; Intellectual, creative, social and physical. While, talented in other hand are those whose skills are distinctly above average in one or more area of human performance Ozoji (2003) as those whose performance in any valuable line of human activity is constantly or repeatedly remarkable in their performance. The United State of America Department of Education described Giftedness and talentedness as exceptional advance performance for the potential of outstanding performance in intellectual, creative, leadership and artistes or specific academic field.

Integration

Integration is a process of educating all students regardless of their physical, mental or social handicapping conditions along with their "normal peers". Kolo (1994) Integration and mainstreaming are often inter changeable used.

Inclusive Setting

Witty (2003) Entails that, disable and non-disabled are made to learn together in the ordinary pre-school, Colleges and Universities with appropriate network of support. This is to enable them in order to ensure adequate socialization and knowledge acquisition right from there formative years to equipped them to face the challenges of future life endeavors. The assumption of inclusive education here is that the normal and abnormal children will understand themselves better, whereby they will build a mutual understanding and cooperation among themselves and be able to do away with the negative attitudes towards them. And at the same time sees them as useful and productive as they are. Another important assumption inclusive education makes the abnormal children to become independently on their own economically and not depending on their relatives and other members of the entire society.

Various Categories of gifted and talented children

Ozoji (1995) classified Gifted and Talented Children into three categories as follows:-

- Talented are those intelligent quotient I.Q is within the range of 116 and above.
- Gifted are those with I.Q range around 132 and above.
- Those with I.Q range within 140 and above are referred as highly gifted

, Gaji (2008) was of the opinion that Gifted and Talented children should be classified on two categories which are:-

- Gifted children who are within the I.Q range 135 and above.

■ Talented children are whose intelligence quotients range between 116 and above. Therefore, based on Gaji's (2008) categories she was of the opinion that there is either Gifted or Talented children talkless of highly gifted children, and based on her opinion I.Q measurement.

Characteristics of Gifted and Talented Children

Ali (2001) cited Ranzul and Heartman (1971) offer an intensive survey, listed many traits which are visible in Gifted and Talented Children he went ahead to merged this trait into six items as:-

- General intelligence and common sense.
- A desire to know and excel.
- Sense of Humour.
- Self confidence.
- Trust fullness.
- Will, power and leadership.

In other way behavioural traits which give Gifted and Talented children excel, can also be categorized as follows:

a. Learning characteristics

Gifted they excel the following characteristics when they are compared with their normal age mate in an inclusive setting.

- They learn fast
- They learn quietly
- They learn easily
- They learn efficiently without much effort
- They can reason very well and think logically
- They possess large vocabulary and use words and terminologies efficiently
- They seek alternative solution to ambiguous problems
- They are self taught readers and are flexible in their efforts

b. Physical Characteristics

Gifted and talented children are known to set up work and done everything earlier than expected other physical characteristics include the following:

- They are more and well coordinated physically and also enjoy good health than other mates.
- They are more advance than other children of the same age.

c. Social and Leadership characteristics

Gifted and talented children possesses the following under listed social and leadership characteristics and excel them especially in an inclusive setting:

- They are self-confidence in any position they stand.
- They are afraid in any issues which they are convince
- They have potentials to initiate direct and organized worthy activities
- They are cooperative with the people in their work and sensitive to feelings and need of others

- Show sympathy and empathy to their counterpart

d. Behavioral Characteristics

- Gifted and talented children are well behaved and responsible to moral standard
- They are generally honest and frank, upright, trustworthy and have strong character
- They are self-confident and self-reliant of ideas, beliefs and their actions

e. Creative Characteristics

Gifted and talented children are very creative with the possession of the following characteristics;

- They excel great power of imagination, resourcefulness, curiosity, originality and sense of wonder
- They also produce works that are unique and fresh attach to it.
- They respond favorably to aesthetics and are talented in areas such as music rhymes, dancing, writing and poetry.

Procedure for Identification of Gifted and Talented Children

Some authorities conserve giftedness from the angle of psychometric which exposes the performance of gifted children in standardized test of intelligence like that of Stanford or Binet. The proponents of identifying gifted in forms of possession of high Intelligence Quotient (IQ) inculcate Mba (1995) whose pioneer work in the gifted as those who score in the top 2 percent on standardized test of intelligence. Gifted and talented are those who are also identified by professionally qualified persons and who are by virtue of their outstanding abilities are capable of high performance who requires differentiated educational program and or those normally provided by the regular school program in order to realize their contributions to themselves and the society. Ali (2008), stated that children are identified as gifted and talented when they demonstrate outstanding potentials rather than nature expert performance and he further said that there are some standard that are applied in identification of gifted and talented children rather than adult of this categories and the standard applied are also called procedures for identification of gifted and talented children and they are all involve in nomination of the children as gifted or talented by members of his closed environment such as his teachers, parents or peers after observing outstanding potentials demonstrated by the child.

Gifted and Talented Children's in an inclusive setting

Inclusive is multi-potential Phenomenon which has viewed by many scholars and educational summits. Therefore, Miles (2000) stated that any discussion about the definition of inclusion needs to use the Salamanca statement and framework of action of UNESCO (1994) as a reference point. The statement affirms the right of Education to each and every individual, as enshrined in the 1984 Universal declaration of human right and reviewed the pledge made by the world bank at the 1996 conference on Education for all, to ensure the right for all regardless of individual differences. The statement also mentioned the 1993 U.N standard rules of equalization of disabled should be an integral part of Education system. Two sections of Salamanca statement endorsed by 300 participants representing 92 countries and 25

international Organizations in 1994 are notable and Nigeria is included:- Regular schools with inclusive orientation are the most effective means of combating discriminatory attitudes creating welcoming communities building an inclusive society and achieving education for all. Salamanca also stated that Education at all levels should be stipulated, that children with disabilities should attend their neighborhood school, that is the school that would be attended if the child did not have disability

Therefore in light of the above educational right stated by Salamanca statement (1994) it was indicated that Gifted and Talented children have the right to be educated at all cost, and in an effective way of educating them is through inclusive. Inclusive is therefore seen as term which expresses commitment to educate each child to the maximum extent appropriately in the school and classroom he or she would otherwise attend. It also involves bringing the support services to the service child (rather than moving the child to the services) and requires only that the child will benefit from being in the class-room (rather than having to keep with the other students). Eleweke (1989) henceforth Government (2001) inclusion as a concept refers to term of where condition severity or high intellectual talent will be studying in the same regular class-room/programmes at full time and all services must be taken to the child in that setting. He further stated that all children of the above named categories in which Gifted and Talented are the ones excel best in this type of Educational setting. Furthermore, Eenet (1998) the most widely accepted definition of inclusive Education was developed at the International Disability and Development Consortium (IDDC) seminar on inclusive Education as an Education Programme which:-

- a. Acknowledge that all children can learn.
- b. Acknowledge and respects differences in children ages, gender, ethnicity, language, disability and ability.
- c. Enables Education structures, systems and methodologies to meet needs of all children.
- d. As part of a wider strategy to promote an inclusive society.
- e. As a dynamic process which is constantly evolving.
- f. Needs not to be restricted by large class size or a shortage of material resources.

Finally, Harvey (1998) defined inclusive Education as a situation whereby the Gifted and Talented are set to learn at the same class-room with their counterpart children i.e. their age mates that are neither Gifted nor Talented. He further stated that inclusive may also refers to school classrooms or even curriculum. It is both philosophical and instructional method when used to refers to classrooms it typically means a situation whereby all students are made to learn in the same Educational setting i.e. heterogeneous grouping. Eric (2002) was of the opinion that Gifted and Talented children's learn best in the same general Education class-room setting and teachers are able to make learning equality and meaningful all students.

Problems of Inclusive Education of Gifted and talented Children

The term inclusive may refer to school, classroom, or even curricula. It is both a philosophical approach and an instructional method. When used to refer classrooms, it typically means all

students learning in the same class room setting that is heterogeneous grouping. Many people use the term to imply that all students will learn best in the same general Educational class room and teachers will be able to make learning equally meaningful for all students. Research does not support those assumptions. Research indicates that the needs of students who are Gifted can be met in the inclusive class room under certain prerequisite condition for example: -

1. The students are appropriately grouped in clusters or other homogeneous arrangement.
2. Teachers match their instructional strategies to the specific learning needs of the students.
3. The students receive an appropriately differentiated curriculum or have access to full range of curriculum. Access to full range of curriculum may be achieved in many ways. For example, through distance Education programs, acceleration or specially designed programs, like those sponsored by John Hopkins University or Stanford University.

It is not easy for teachers to provide a learning environment where each child is working at his/her level of challenge, particularly in an inclusive classroom. However, homogeneous or cluster grouping makes it easier for teachers to differentiate curriculum and use strategies such as curriculum compacting that have proven to be effective differentiated instructions are discussed in the literature included in this frequently asked question.

Strategies for Nurturing Gifted and Talented Educational Needs

Stout (2001) stated that the strategies formulate a possible conceptual frame work, within which individual differences of Gifted and Talented Children are recognized and contrasted with the individual differences of children that are not Gifted and Talented found in the strategies useful in meeting the Educational needs of Gifted and Talented Children. Therefore, based on these differences can be attributed to social, cultural and talented experiences are highlighted for attention with a view to valuing such differences and reducing sociological barriers to the teaching and learning activities of Gifted and Talented Children. UNESCO (1994) have outlined a number of strategies that exist towards meeting the Educational need for Gifted and Talented Children are as follows:-

- Special Class Strategy.
- Enrichment Strategy.
- Telescoping Strategy.
- Acceleration Strategy

Special Class Strategy: - In this approach Gifted and Talented children's share the same school or classroom environment with others but have a separate curriculum which shares with other Gifted and Talented Children e.g. Suleja Academy in Niger State.

Enrichment Strategy :- Simply means making curriculum for the Gifted and Talented richer in content enriched Educational programmes are usually designed to urge width and breath to

normal school programmes or curriculum design to urged programmes challenges mostly when they are exposed to experience not provided in the regular programmes.

Telescoping Strategy: - This form of acceleration allows Gifted and Talented to cover the normal school curriculum in a shorter period of time. It is a better alternative to grade skipping because no Educational experience are lost.

Acceleration Strategy: - Acceleration is an approach or strategy whereby a Gifted and Talented Child pass through in order to complete his or her Educational programmes at faster rate than their normal counterpart thus, it implies a process of shortening the duration of their stay in school, in other words acceleration principle are adopted to enable a gifted child finish his Educational career at his faster rate thus spending less number of years in school. Acceleration has been an age long practice in school even before the event Gifted Educational Programmers has been defines as any process that leads to the student more rapid movement through the regular programme of the public school.

CONCLUSION

Conclusively, helping such children with high intelligence quotient, that is why special teacher need to be trained and posted to all schools (regular) so as to help such children. Understanding the concept of both integration and inclusive can assist even the regular teachers to identify student with bearing problem that can be admitted into such schools every essential or in other word every important child. Identification of children with bearing disability will assist in giving student admission into schools selected as a trial. Curriculum modification should be made as there variety of changing need for academic achievement.

RECOMMENDATIONS

In view of the above, the following recommendations were made: -

1. Effort should be made towards training and employing of more special teachers for teaching the students in an inclusive setting.
2. There should be adequate social welfare for the students to enhance their learning abilities.
3. More chances should be provided to the teachers for special training an workshop to update their teaching methods and techniques.
4. Appropriate facilities should be provided to the students for effective learning environment.
5. There should be a special salary structure for the payment of all special education teachers.

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