

Definitions of Giftedness

Choice School for the Gifted has built its admissions process and its instructional community based in the following definitions of giftedness. While definitions are helpful in recognizing and identifying giftedness, they are only a beginning in understanding the uniqueness of gifted and learning needs of gifted individuals.

BC Ministry of Education, Special Education Policy Manual, 2013

Definition

A student is considered gifted when she/he possesses demonstrated or potential abilities that give evidence of exceptionally high capability with respect to intellect, creativity, or the skills associated with specific disciplines. Students who are gifted often demonstrate outstanding abilities in more than one area. They may demonstrate extraordinary intensity of focus in their particular areas of talent or interest. However, they may also have accompanying disabilities and should not be expected to have strengths in all areas of intellectual functioning.

The Columbus Group

<http://www.gifteddevelopment.com/isad/columbus-group>

Giftedness is *asynchronous development* in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally. (The Columbus Group, 1991)