

## Gifted And Talented In Business Education\*

### Identifying the Gifted and Talented

Evidence of one single characteristic does not necessarily imply giftedness. However, if students in business education consistently demonstrate a combination of these characteristics, they may be gifted and talented and should be provided appropriate instruction to tap their intellectual, creative, and/or leadership talents. When teachers perceive a student to be gifted and talented, they should work with gifted and talented specialists and guidance counselors in their school divisions to ensure appropriate testing, program and career guidance for the student.

### Characteristics of Gifted and Talented Students

#### Academic and Intellectual

- demonstrates verbal proficiency
- reads avidly with a high degree of comprehension
- self-directs learning
- shows intense curiosity to know “how” and “why”
- possesses questioning attitude
- asks provocative questions

#### Decision Making

- exhibits critical thinking ability
- shows judgment in evaluating relationships between and among data and things
- possesses keen analytical ability
- generates alternatives rapidly

#### Affective

- displays concern about right and wrong
- possesses an excellent sense of humor
- thinks clearly, recognizes implied relationships

#### Creative and Productive

- displays curiosity
- recognizes problems quickly
- thinks flexibly
- seeks solutions to problems
- produces original ideas
- takes high risks
- exhibits self-confidence
- works well alone

### Leadership

- possesses ability to help a group reach its goals
- displays ability to influence others in decision-making
- demonstrates ability to organize time, work, and people
- exhibits ability to direct activities
- possesses ability to carry out responsibilities
- possesses ability to synthesize ideas of the group
- instills confidence in others

### Social (Toward Others)

- associates with older people (usually)
- displays a keen sense of humor
- demonstrates sensitivity to needs of others
- needs and avoids social contact (alternately)

### Social (Toward Self)

- displays individualistic traits
- demonstrates self-sufficiency
- criticizes self
- evaluates self

### Work Patterns

- displays extremely long attention spans
- demonstrates tremendous power of concentration
- exhibits persistence and resourcefulness
- becomes bored easily with routine and drill
- motivates self
- likes structure but tolerates disorder and ambiguity

### Psychomotor

- possesses mechanical skills which require high degrees of manipulative and special ability
- demonstrates high energy levels
- displays emotional stability in pressure situations
- performs activities automatically while involved with other things

## Strategies for Work with the Gifted and Talented

An instructional program that reinforces other programs in the school should be provided to meet the gifted and talented - - that is, a program of differentiated instruction.

Differentiated instruction is NOT simply requiring the gifted and talented to do the same thing as other students faster and more frequently. Instead, differentiated instruction must coincide with the characteristics previously described that identify gifted and talented students as a distinct population

### Differentiating Instruction In Business Education

#### Meaning of Differentiating – Accelerated or advanced content

Explanation – Working with knowledge and skills that correlate with the student’s mental rather than chronological age, parallel his/her interests, and satisfy his/her need and quest for substantive information.

Illustration – Student is ready for Accounting II at mid-year of Accounting I.

#### Means of Differentiating – Introduction of content beyond the prescribed curriculum.

Explanation – Learning what is traditionally reserved for another grade or age level. Learning what is related to other areas or crosses the boundaries of the disciplines.

Illustration – Student in Introduction to Business who is studying personal budgets incorporates the concepts of nutrition when establishing the family food budget.

#### Means of Differentiating – Student-select content according to interest.

Explanation – Allowing students’ needs and interests to govern what is to be learned and/or to dictate what areas within a body of knowledge will be studied.

Illustration – Student interested in court reporting leaves shorthand class to pursue study of machine shorthand.

#### Means of Differentiating – Development of high-level cognitive processes.

Explanation – Learning and practicing the skills related to the processes of analyzing, synthesizing, and evaluating as: (1) separate processes, and (2) processes that are part of the strategies of problem solving, critical thinking, and creativity.

Illustration – Student in the Computer Business Applications II course surveys the school to determine what records management systems are used and determines if the current systems in use meet the needs of the various offices (analysis and evaluation).

Although a broad range of activities can be used for differentiating instruction, there should also be development of high-level cognitive skills through enrichment activities. A review of the cognitive domain includes activities such as recognizing and recalling information as well as developing intellectual abilities and skills such as thinking, creating, and problem solving (Bloom, 1956).

## Cognitive Levels

### Knowledge:

Student Expected to: Learn specific facts, vocabulary, ideas, and reiterate them in similar form.

Activities/Projects: Define terminology associated with accounting, introduction to business, word processing etc.

Identify or list job interview techniques, personal characteristics for success in business, and sources of employment information.

### Comprehension:

Students Expected to: Communicate knowledge and interpret previous learning.

Activities/Projects: Outline a business report.

Rewrite a business letter to reflect a “you” rather than an “I” attitude.

### Application:

Students Expected to: Use learned knowledge, rules, ideas, methods in new situations.

Activities/Projects: Key a business report using a specified format.

File correspondence/documents using alphabetic filing rules.

Calculate sales discounts.

Prepare an FBLA display highlighting various aspects of our free enterprise system.

### Analysis:

Students Expected to: Take a part or break down a thing or idea into its parts and perceive the inter-relationship.

Activities/Projects: Analyze a case problem regarding an office situation.

Synthesis:

Students Expect to: Use elements or ideas in new and original patterns and relationships.

Evaluation: Rank jobs by priority for an in-basket activity.

Critique: A mock interview: a role-playing activity relating to telephone technique.

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\*Courtesy of Division of Program Services, Vocational Education, Department of Education, Commonwealth of Virginia, Richmond, VA 23216, July 1981, "Gifted and Talented Students - - Business Education's Newest Challenge".