## GIFTEDNESS: IDENTIFICATION, ASSESSMENT, NURTURING, AND TREATMENT

# FOSTERING GIFTEDNESS CHALLENGES AND OPPORTUNITIES

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### GIFTEDNESS: IDENTIFICATION, ASSESSMENT, NURTURING, AND TREATMENT

## FOSTERING GIFTEDNESS

## CHALLENGES AND OPPORTUNITIES

SENAD BEĆIROVIĆ AND EDDA POLZ



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Includes bibliographical references and index. | Summary: This book contains two parts. The first part, Chapters 1 to 14 provide a systematic insight into key aspects of gifted students staring from different approaches to defining giftedness, then identifying the gifted, their role in the society, gender differences, socio-emotional development, mentoring gifted students, creating an optimal environment for their development, evaluating the work of the gifted, underachievement of the gifted, methods and programs of working with the gifted proders technologies in teaching gifted students, and training of teachers to work with the gifted population. The second part of the manuscript includes a case study, or empirical research on the development of students gifted in mathematics. The research method is explained first, including a description of the participants and data collection instruments. The research contect is a case study showing the development of gifted mathematicshas both in schools and in the family environment, from early childhood to higher education. The research includes many factors in the family environment and province manufactors and proposed services with school. inducinations on in schools and in the family environment, from early clinication to trignet extended. The feature includes limity parents' assistance with school obligations, parents' reaction to children's successes and failures, punishment, etc. The research also includes many in-school factors that could have a positive or negative, moritoristing or restraining effect on the development of the mathematical gift of the respondents. Some of these factors are: identification of the gifted, niethods of working with them, rewards, punishments, programs of working with them, teacher-student relations, and the like. In addition to the development of respondents in the family and school environments, their moritation was also investigated. Based on the interviews conducted with the respondents that induced our respondents to develop into mathematically gifted students were presented. The development of students gifted in mathematics is also described on the induced our respondents to develop into mathematically gitted students were presented. The development of students gitted in mathematics is also described on the basis of the analysis of their pedagogical documentation, through which their abilities outside mathematics development along with whether there were any crucial moments that had a positive or negative effect on them, i.e. their mathematical development. Finally, the results of the research were summarized and the factors that could have contributed to the mathematical gift of the respondents were listed. Moreover, certain recommendations are given to parents and teachers for more efficient work with the gifted population."—Provided by publisher.

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