

How Parents Can Know If Their Child Is Gifted

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National Interest

ABSTRACT

Talented youth refers to children who exhibit outstanding abilities in one or more areas such as science, intelligence, creativity, language use Leadership visual arts in performing arts, in music, in sports and academic competence in any field or many branches clearly compared to children of the same age level and in the same environment Education for young talents It is an index indicating the development trend of the country. Providing education for these youths abroad is a high return investment. The next benefit that will happen to society is the matter of rights, equality and humanitarianism especially to further upgrade the quality of education of the country.

Role of Parents in Promoting Intellectual Children Encourage your child to do things and interesting activities Read all kinds of books. Be interested in music. Work with friends to perform their duties to the best of their ability Parents let the school organize activities for children to express their opinions did a group internship Practicing virtues such as sacrifice, knowing duty to the nation The house has a good environment. Help solve problems for children let him be diligent, focused, creative. Take care of food to complete the 5 food groups. Give what your child asks because he will appreciate it. Training to be a good Buddhist give love to children in the right way Obstacles to enhancing intelligence are Not giving love and not caring about your child's feelings.

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Introduction. Thailand's educational management system has evolved a lot. Since the education reform According to the National Education Act, B.E. It must be organized in an appropriate format taking into account that person's abilities. (Ministry of Education, 2010) until now to have a new round of education reform After the promulgation of a new constitution (BE 2560) according to the (draft) framework of the National Education Plan 2017–2031 which has been mentioned in the education management in the system informal education informal education which covers the target group of normal learners, underprivileged/poor students, the handicapped, the gifted including groups of different languages and cultures (Office of the Education Council Secretariat, 2016)

In the past, education management in Thailand was the teaching and learning process in the form of curriculum- based teaching that emphasized academic content. At present, there is a guideline for teaching and learning management that takes into account nature, interests differences between people and potential of learners increased a lot, both in Thailand and abroad because sometimes Teaching processes in the traditional classroom or Lecture- based learning may cause the youth to overlook potential and special abilities. Especially is the lack of continuity in the development of such youth. Consistent with research related to teaching and learning for young talent in countries such as the US, UK, Canada and Australia, many of these children need to drop out of school in the middle because they can't be in the general classroom education system because they have to learn, listen, and read what they already understand (Kovidyakorn, 2008) .

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Characteristics of an intelligent child

At present, there are various organizations both public and private sectors both at home and abroad There are many activities related to the creation of educational management processes with regard to talents or exceptionally intelligent children, such as the Foundation for the Promotion of Intellectual Children. Child and Youth Talent Development Center in Schools (Sodsri- Saritwong Foundation) Project to develop and promote talents in science and technology (Institute for the Promotion of Teaching Science and Technology) , National Talent Research and Development Institute (Srinakharinwirot University) Talent Development Center (Office of the Basic Education Commission)

Project to fulfill the potential of students with special abilities Educational Research and Development Center Agricultural Demonstration School of Kasetsart University

Center for Talented Youth, Johns Hopkins University (USA) National Association for Gifted Children (UK) Sächsisches Landesgymnasium Sankt Afra zu Meißen (Germany) Gifted Education Research, Resource and Information Center (Australia) Special Class for the Gifted Young of University of Science and Technology of China (People's Republic of China) National Research Center for Gifted and Talented Education (Korea Republic) The Hong Kong Academy for Gifted Education (Hong Kong)

Characteristics of young talents under the process of promoting learning management for young talents there are many academic principles involved in the process of promoting learning management for young talents. Both Thai and international, for example Mary Ruth Coleman, a learning management scholar for gifted youth at the National Research Center on the Gifted and Talented, has identified 12 characteristics of gifted youngsters. (National Research Center on the Gifted and Talented, 2001)

Attribute 1: Motivation Examples of observable behavior: Eager to learn or make an effort to achieve a task objective. Seeking knowledge or aiming to become a person in a career or job that interests them.

Attribute 2: Interests an example of observable behavior: a serious interest in something.

Attribute 3: Communication Skills (Communication Skills) Examples of Observable Behaviors: They have better communication methods than the average person both in the use of language, not using language and symbols

Attribute 4: Problem Solving Ability (Problem-Solving Ability) Examples of observable behavior: There is a system for solving problems. If obstacles arise, they can come up with new ways to solve them creatively

Attribute 5: Memory Examples of observable behaviors: having knowledge of memory about things. Both inside and outside the school can remember stories or details of events precisely

Attribute 6: Inquiry / Curiosity Examples of Observable Behavior: Asking more complex questions than children of his age. Have the ability to search or explore various information.

Attribute 7: Insight Examples of Observable Behaviors: Relevance of Events or integrate ideas and regulations well

Attribute 8: Reasoning Examples of Observable Behavior: Able to think critically look at events penetrating, giving a rational and gentle answer

Attribute 9: Imagination/ Creativity Imagination/ Creativity Examples of observable behaviors: innovative thinking, inventive, thoughtful, flexible in problem solving or choice in daily life

Attribute 10: Humor Examples of Observable Behavior: Good-humored, optimistic, funny.

Attribute 11: Intensity Observable Examples of Behavior: Strongly Energetic Committed to getting things done

Attribute 12: Sensitive to Others' Feelings (Sensitivity) Examples of observable behavior: benevolence Compassion for others, fair (Phatthitinan, 2009)

Consistent with learning theory Constructivism Under Piaget's conceptual learning model that links the theoretical learning management process. Constructivism with intelligent children (Susan Pass, 2004), who said that according to statistics worldwide, there are gifted children or children with special abilities, about 5 percent of all schoolchildren which intelligent children tend to have behaviors that are significantly different from normal children of the same age The general behavioral characteristics of intelligent children according to Susan Pass's concept are as follows:

1. Can learn to read at an early age have a better understanding of language than children of the same age

2. Be creative Able to think things on their own and have different ideas than others.

3. Able to come up with solutions or solutions that are different from others

4. Can think of connecting things that are not related to each other to be related.

5. Happy to learn to solve problems.

6. A curious child Always asking here and there, questions are often in such a way that they require an explanation of why and how.

7. Having new strange ideas, starting new things by yourself, not following other people's example.

8. Relatively sensitive to other people's feelings can read other people without using spoken language

9. Like to comment

10. Able to adapt or change

11. May have some special talents, such as music or sports, etc.

At the same time, Usanee Anurutwong (2008) said that from the study, it was found that Children and youth with special talents in Thailand On average, there are fewer statistics in other countries. That is, about 3 percent are likely to be child geniuses in each field but was not discovered Because these children are living together with normal children scattered in various schools across the

country, every school will have children with special abilities. Sometimes searching is difficult and for some it is too late to find them. According to the principle of testing to find out the child's genius in any aspect, there are currently **10** prospects, namely

1) Thinkers

2) Scholars

3) Scientists

4) Mathematics

5) Linguist

6) Leader

7) Creative

8) Sportsman

9) Musicians

10) Artist

Each of which has different characteristics, such as scientists. He was a child who was curious about things. Likes to do likes to read books about inventions, like to watch, touch, smell, see the connection of phenomena that occur. Likes to do work that requires practice, experiments, likes to analyze and criticize things rationally or artist will be a child interested in art Spend your free time drawing, writing, and concentrating on art, happy with art I want a career in art Good senses, hands, eyes, skills, able to use action. Good emotional expressions, etc.

Educational management for intelligent children Teachers must understand the nature of children and organize courses A motivating learning management process promotes genius appropriately have difficult content and more challenging than general children's courses It is linked and integrated in many subjects. Organize a learning process that is more complex than normal courses organize a variety of activities should train children to be able to learn independently to be responsible for seeking knowledge Focus on the development of all parts of the brain and emphasizing the development of morality and ethics

It can be said that a child prodigy must be developed differently from a normal child. have specific courses must create an atmosphere environment to provoke and challenge children's abilities to develop to their full potential to have morals and ethics emotional intelligence intellectually sharp Must be created to be a good person, good person and able to live in society happily. Therefore, it is necessary to establish an educational infrastructure. In order to find and develop special abilities from a young age and connected

to a higher education level by allowing to be sorted by a variety of methods suitable for each group of children. The learning process needs to be modified course update learning materials. Measuring and evaluating appropriate environments, etc., that will help learners to develop to the fullest potential of each student. And most importantly, there must be a stage for children to express their knowledge and abilities.

Gifted knowledge

Knowledge related to Gifted in terms of the process of promoting learning management for young talent. There are a lot Both Thai and foreign, such as the research of Phaka Satyatham (2002) on the upbringing of intelligent children. The study was conducted on 1) family environment of intelligent children 2) characteristics of intelligent children 3) parent's role in promoting intelligent children 4) parent's role in raising children 5) problems of intelligent child the results showed that The family environment of intelligent children Mothers will take extra care of themselves during pregnancy. The youngest mother's age during pregnancy was 21 years, the highest was 37 years. Parents gave the most love and care to their children. Raising an intelligent child is no different from any other child. The person who takes care of the child and is closest to the child is the mother. The home and school environments equally contribute to children's intelligence.

Characteristics of an intelligent child have normal development from birth steadily improving grow faster than usual. Know how to suppress emotions interested in people around mother has health problems generally intelligent, quick-headed, good concentration, accurate memory, observant, questioning, creative have many skills Able to think and analyze problems, able to study 4 all the time. Responsible, able to speak before walking; good at drawing; clever in questioning; quick thinking; self-confidence; patience; striving to accomplish tasks assigned to him like to help the less fortunate

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The role of parents in raising their children can be divided into two types: close upbringing is to give love and warmth both physically and mentally to eat full and sleep, type 2, democratic upbringing, teach and teach reasons to understand. Make a mistake, make it right Hit sometimes, do the right thing, give praise. Tell the reason for punishment.

Problems of intelligent children are divided into **3** groups. The first group concerns health such as deep sleep, difficult to wake He was a fat boy who was mocked by his friends. Rarely exercise, teeth do not meet, difficulty chewing food. Group **2** deals with emotional and social issues such as quarrels between siblings. because they have different ideas Aggressive and jealous teasing between brothers Irritability rampant high anxiety dissatisfied with the words of the elders in the house sluggish Fear of strangers, old people, being overly indulged worried about studying Need lots of love and care from every mother. Making no sacrifices. Group **3** deals with work such as working late, watching TV, not knowing how to solve problems in group work do not like to plan ahead lack of skills in sports Friends in the group rarely help with work, so they feel uncomfortable.

Consistent with Echo H. Wu (2012) from Murray State University, USA, who conducted a study titled Enrichment and Acceleration: Best Practice for the Gifted and Talented. Every young talent has a unique talent. If there is a curriculum specially designed to meet the learning needs of each young person, it will enhance the different competencies for the gifted child. This is seen in a study by Hertzog (2003), which examined the impact of gifted programs: from the students' perspectives. Designing a curriculum suitable for each gifted child is essential. Because young talents are always different in subtleties, educators need to make informed decisions about how the curriculum should be drawn up. The findings from Hertzog's research are that gifted children should not be adapted to fit the curriculum. But should the curriculum be adjusted to fit the child, in line with the Olszewski-Kubilius (2003) study on do we change gifted children to fit gifted programs, or do we change gifted programs to fit gifted children? The results showed that some highly gifted children may need special programs to develop their full potential. While moderately gifted children may not need it, however, all gifted children should be best served by empowerment programs. It may be a group teaching or individual teaching. Meanwhile, Renzulli's (2012), Reexamining the role of gifted education and talented development for the 21st century: A four-part theoretical approach, suggests that gifted organized education is different. It is definitely different from other educational management. As long as we pay attention to the different needs of each learner. Understanding different talents will enable all parties – students, teachers, parents, community and society – to prosper together.

Howard Gardner (2005) presented the theory of Multiple Intelligences, which divided the general intelligence of people into **8** areas:

1. Language intelligence (Verbal/Linguistic)
2. Musical Intelligence (Musical/Rhythmic)
3. Logical Intelligence (Logical/Mathematical)
4. Relational intelligence (Visual/Spatial)
5. Physical intelligence (Body/Kinesthetic)

6. Interpersonal Intelligence (Interpersonal)

7. Self-knowledge intelligence (Intrapersonal)

8. Nature Intelligence (Naturalist)

Application of teaching with multiple intelligences to youth with special abilities

1. Because each learner has different intelligence in each field. Therefore, there should be a variety of learning activities.

2. Because learners have different levels of development in each aspect of intelligence. Therefore, it is necessary to manage the teaching and learning to be suitable for the development stage in each aspect of the learners.

3. Because each learner has different intelligence in each field and a combination of various abilities. This is not the same. It creates a uniqueness (Uniqueness) and this identity is the source of diversity (Diversity).

4. Measurement and evaluation system for learning it should be shifted from the original idea of using tests to measure cognitive abilities on just one side without correlation with the actual context in which the competence is used.

Best practice

Best Practices in the process of promoting learning management for young talents there are a number of model project guidelines related to the process of promoting learning management for young talents both in Thailand and abroad, such as the Thai Children's Talent Training Camp, which is operated by Institute for the Promotion of Learning Geniuses and Innovations (Teachers) is an agency under the supervision of the Office of Knowledge Management and Development. (Public Organization) in 2009 together with 5 educational institutions comprising Suranaree University of Technology Maejo University Phibunsongkhram Rajabhat University Nakhon Si Thammarat Rajabhat University and Phai Udom Suksa School Bangkok Under the G&T April 2009 Summer Camp program, through the GTX (Gifted and Talented Exploring Center) or local talent acquisition and development centre. A model center that TSO established with schools and local network organizations to find and measure the talents of children in each area and to encourage children and youth to develop their special abilities to their full potential. The PHRA has established 8 learning bases to develop the special abilities of children and youths in 8 areas, namely mathematics, science, language and literature, art, music, and sports. Social Sciences and Creativity within the GTX Center contains a variety of learning materials. that help encourage children and young people to explore learn by interest and creative as well as being able to practice doing work

according to their interests and special abilities by themselves. There were 513 youths participating, and all of them were children who were screened by the Talent Exploration and Development Center (GTX) recruitment process. The camp activities will be divided into child development in each area, such as the Thai language conservation course, inventor's master course, top detective course, art course and knowledgeable agricultural courses, etc., learning in the camp focuses on the children being encouraged to think through every activity which is designed to correspond with the work of the brain by which children will be able to review the knowledge they have learned (Recognize) and lead to problem solving (Problem Solving) until the final process. Children will use their creative thinking, applying all their knowledge to come up with the answers they need. Over the course of 7 days in the camp, children will experience these three processes through fun learning leading to the discovery of ways for children to develop their own potential. According to the aim of the camp to have these children think without being good at only in textbooks.

Genius Development Center Special Education Research and Development Institute Srinakharinwirot University Assistant Professor Dr. Usanee Anurutwong, the center's chairman, conducted an Enrichment Program to emphasize the development of high-level thinking strategies such as creativity, rational thinking, creative problem solving for pre-primary children and primary school with special abilities or have aptitude and interested in mathematics, science, Language and Arts by using the form of activities with challenging and intense subject matter. Combined with teaching methods that are fun – easy to understand. Children get to practice their daily lives. (Special Education Research and Development Institute, 2012)

The Genius Development Center is the only institution in Thailand that offers holistic activities for assessing fundamental potential in terms of intelligence, abilities, social skills, emotional skills, life skills and thinking skills. Therefore, both the data from the test and observing behavior and found that many Thai children with high intelligence but unable to bring the good out in themselves to show their potential especially how to think and how to solve problems. Worrisome is that both children with intelligence at the level of genius to children with normal intelligence. All of them have a very low level of problem-solving ability test results compared to international standards. Not dare to think outside the box. The lack of self-confidence that is the main problem in children's lack of thinking because I don't dare to think and don't know how to think.

The National Association for Gifted and Talented offers annual awards to individuals and organizations that support and promote young talent under the name NAGC Awards (National Association for Gifted and Talented Awards).

A. Harry Passow Classroom Teacher Scholarship: for K-12 teachers with excellence in teaching young talent and strive to develop their teaching skills

Administrator Award: for school administrators who support and promote young talent.

Ann F. Isaacs Founder's Memorial Award: For NAGC's own internal division.

Book of the Year: The Book of the Year Award is given to writers who support and foster young talent.

Community Service Award: for the community that supports and fosters young talent.

David W. Belin Advocacy Award: For funders to establish educational institutions that support and foster young talent.

Distinguished Scholar Award: for individuals who have contributed to the establishment and continued support of the education of young talent.

Distinguished Service Award: For individuals with a long-standing relationship with NAGC in supporting and promoting young talent.

Doctoral Student Awards: 5 awards for doctoral students in the field of special education.

Early Leader Award: For those pursuing a doctoral degree in a special education field and continually work on supporting and promoting young talents

Early Scholar Award: For individuals who have made significant contributions to research on the education of young talent.

GCQ Paper of the Year: For members of the Gifted Child Quarterly journal panel, outstanding for delivering new theories in special education.

Gifted Coordinator Award: For Coordinators and Administrators who have impacted young talent.

Hollingworth Award: This is an international award given to the support and promotion of young talent.

Master's and Specialist Award: 3 awards for teachers who excel in teaching and creating classroom atmosphere in the special education field.

King Mongkut's University of Technology Thonburi set up Gifted Education Office: GEO to search for gifted children and organize 2 types of activities: classroom activities; by the Office of Education for Talents in conjunction with the Faculty of Science It provides classrooms with an Honors Program that starts with two basic subjects that students of almost all disciplines will need to study are math and physics subjects, and an innovation contest project for Learning Tool for gifted children participating in the project which will give problems to develop tools/equipment/technology in transferring knowledge at the lower secondary level There is a period of 5 months to develop the work, which will be presented every month. Both activities are aimed at helping children in the gifted group know how to acquire

knowledge. The teacher will use a method to talk to the gifted children until they can argue with each other until the children in the Gifted group realized that, in fact, various knowledge Is there a way to get it? (Office of Education for Talents, 2015)

The Office of the Basic Education Commission (OBEC) has opened the Sirindhorn Arts Center. To promote children with very high talents in arts, music and dance as a result of organizing arts and crafts fairs by OBEC in the past, they discovered that there are many children with special talents in art and music, which should be extended to give these children the opportunity to develop their own special abilities. Therefore, OBEC has established an incubator and development center for visual arts student music and dance

OBEC has selected schools that are ready to be established as an incubator by choosing Sri Songkhram Wittaya School. What we know as the Sirindhorn Arts Center has Mr. Sangkhom Thongmee taking care of it as an incubator for visual arts and to Sangkeet Wittaya School, which is already a specialized school It is an incubator for both Thai and international music and dance. Bring children with special abilities to the camp to develop their abilities. must pass screening that In addition, OBEC has attracted geniuses in visual arts, music and dance to join the incubator's advisor, such as Prof. Preecha Thaothong, National Artist, Mr. Chalermchai Kositpipat. national artist As a consultant in visual arts, Lt. Col. Sanoh Luang Sunthon, a national artist Mr. Sirichaichan Fakchamrun, President of Bunditpatanasilpa Institute as a consultant for Thai music Police Lieutenant General Weeraphan Waoklang, National Artist Khunying Wongchan jurisprudence Rector of Kalayani Vadhana Institute of Music as a consultant for international music, Mrs. Suwannee Chalanukroh, national artist as a consultant in performing arts for organizing activities to develop skills for this group of children It will be done continuously every 3-4 months, then the children will come to camp along with monitoring the child's development If successful, operations may be expanded to other schools. However, this project will serve as a launching of these children into the public interest especially higher education institutions There may be reservations or scholarships for children at OBEC. Open an incubation center for visual arts, music and dance, creating future artists to submit to music institutes both domestic and international art which is currently in the process of selecting children to join the next project.

Conclusion.Therefore, in order to change Thai children to be able to think, solve problems and create new things, it is necessary for Thai children to be ready to create ideas. Because the power of thought allows you to use existing knowledge as a basis for problem solving strategies by the course to enhance such experience It is a continuation of children who have been diagnosed with their potential with the Genius Development Center. After knowing that the child has aptitude and interest in any field. in order to use this course as a base for more ways of thinking and problem solving from potential abilities that children have in them The process of creating courses and activities is therefore intense. by integrating with 4 learning areas, namely mathematics science Language and Arts In addition, the instructor of this course must be proficient. and there is a way to create learning for children as well

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