

# Vividha

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## From the Editor's Desk:

Dear Parents,

Welcome to the last newsletter for this year!

If we have survived a pandemic and the normalcy, we have gained strength, and letting go of the past. This current series will focus on how parents have coped with the challenges of raising a gifted child, Gifted and preschoolers by our school counselor Ms. Samruddhi Karnik, Prodigy or practice by a young management student Ms. Atulya Venkatesh, IIM, Vizag and a parent from Chennai Lakshmi Priya on 'creativity in visual arts'.

Such a wonderful collection in this newsletter series, so happy and blessed that we have been able to carry on the banner of promoting giftedness in schools, teachers, with parents and even launched training for students of Madras University and launched an international symposium with Women's Christian College, Chennai.

KGERC will be ending this year with a happy note of having achieved several milestones and planning to begin many more new programs and associations. KGERC team has expanded we have Mrs. Prateeksha Khatri who has contributed a note about underachievement in this series and works with young gifted students closely. Kasturi Hapse is working on our very unique standardization project of gifted nomination scale.

We hope to touch and reach out to more parents, students through our services directly and indirectly.

May the tribe grow. With that I wish our parents a wonderful new year 2023, we hope to continue to contribute and touch lives.

Happy New Year!

**Devasena Desai. PhD.**  
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**Kaveri Counseling, Empowerment and Gifted Center**

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# Giftedness from CAT: Prodigy or Practice

By Atulya Venkatesh, Pursuing MBA at IIM, Vizag

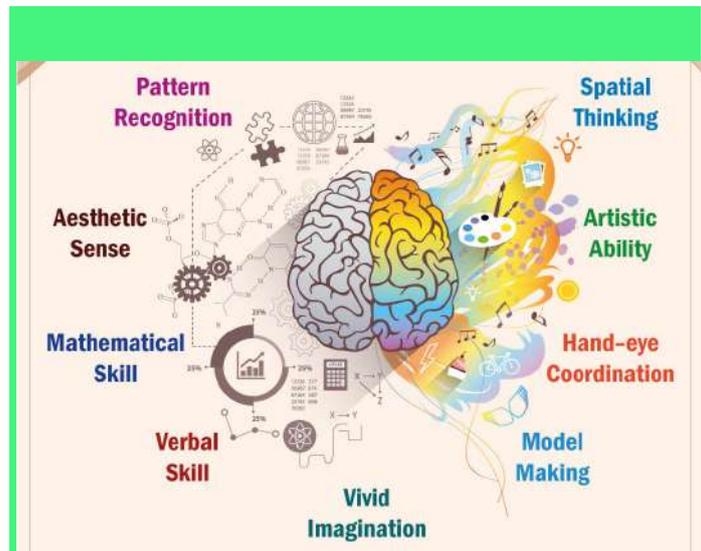
Getting admissions into premier B-Schools in India, namely the Indian Institute of Management (IIM) and Xavier School of Management (XLRI), is considered a herculean task among the aspirants! Statistics from Common Admission Test show us that more than 2 lakh candidates battle their aptitudes and wits to get into the small proportion of 5000 seats offered by the 20 IIMs nationwide.

Those with the highest percentile of 99 to 100 get into the crème-de-la-crème IIMs. But, does this test of aptitude, verbal ability and reasoning skills account for giftedness or mere effects of practice? While aptitude tests are used as a predictive measure of future success and job performance, can we also extend it as a measure for giftedness, a phenomenon associated with a higher Intelligence Quotient? Several B-schools certainly look for qualities similar to those of giftedness among their prospective students, namely rapid learning, sophisticated language and thought process, creativity, attention to detail, complex comprehension skills and critical thinking. This would make the admission tests a predictive test for giftedness and related characteristics and dilute the value of standardised intelligence tests and other measures of giftedness.

There is a lack of research and studies on the Indian population and CAT as a measure of giftedness, but Western studies have shown that the Scholastic Assessment Test acts as a predictor for giftedness among school-going adolescents. Further, this tool has been used to allocate students to giftedness programs.

But is this a standardised measure? Certainly not! Considering the number of coaching centres and training mentors preparing lakhs of people every year, there are effects of practice and training that interfere with the results of these examinations and tests.

With biases and stereotype threats creeping in from the construction of these tests, these tests miss the target by a ballpark! While MBA students from these premier institutions are considered to be top performers, critical thinkers, and have advanced people skills, the debate around them being gifted as a prodigy or a mere product of routine practice and regular training continues!



Studies show that creative people are more broadly trained, have more avocational interests, and display more ability in these interests than the average person.

In the science, technology, engineering and mathematics (STEM) fields, professionals themselves argue that beyond verbal and mathematical skill, success requires a vivid visual and spatial imagination; hand-eye coordination and manipulative ability; skill with making and interpreting models; and a highly developed aesthetic or artistic sensi-

**By Dr. Sameena Manasawala**

# Signs of Giftedness in Preschoolers

By Samruddhi Karnik, Counsellor at KHS Pre-primary section

We know that determining giftedness at a very young age is extremely tricky. Parents and teachers might think “Is this just a phase?” or “Don’t other kids do this too?” Thus, it can get confusing sometimes but according to Piaget’s theory of intellectual development, children of the preschool age are in the preoperational stage (toddler to age 7) where they can think about things symbolically. Their language use becomes more mature. They also develop memory and imagination, which allows them to understand the difference between past and future, and engage in make-believe. Although every child has his or her own pace through these stages, there are some who quickly master the current one and get on to the next one. Although it is hard to comment about giftedness in preschool without any formal testing, parents and teachers can always look out for high ability. Here are some signs that are seen in high ability children:

- They have excellent memories, and retain knowledge easily.
- They pick up language very early—even speaking in sentences as a toddler.
- They start reading early (like the four year-olds who can read complete sentences and paragraphs).
- They love learning and examining subjects deeply (they ask a lot of questions).
- They seem to teach themselves a lot of skills you would not expect for their age.
- They like hanging out with older kids or adults, since it seems to fit with their personalities and intellect more than with kids their age.
- They have a way of approaching problems or subjects differently than you’d expect, or differently than the way they were instructed.
- They can correlate pieces of information together or find oddities in things they are learning about.
- They can do complex mathematics like addition and subtraction at the age of four. Also, some children can do multiplication as well.

In the pre-primary school, children of high ability are typically seen to have answers before other children. When it comes to getting along with classmates, they usually prefer to sit or talk to children who they feel can match up to their intellect. This can sometimes make them a little aloof also. The development of a child can be seen in the number of months that he or she is able to do a particular task. David Farmer has written an excellent article called, “Some Ideas on Parenting Gifted Preschoolers” which contains a wonderful chart estimating the normal development timetable for a child who is 30 percent advanced than his age group. It can be very helpful for parents. Here is the link of that article [DOUANCE] Some ideas on parenting gifted preschoolers ©David Farmer  
Thus, there are numerous resources available but consulting a professional for determining giftedness is always better!



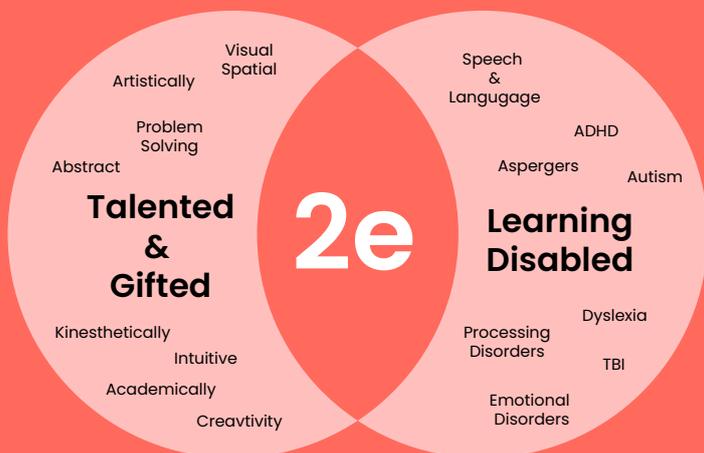
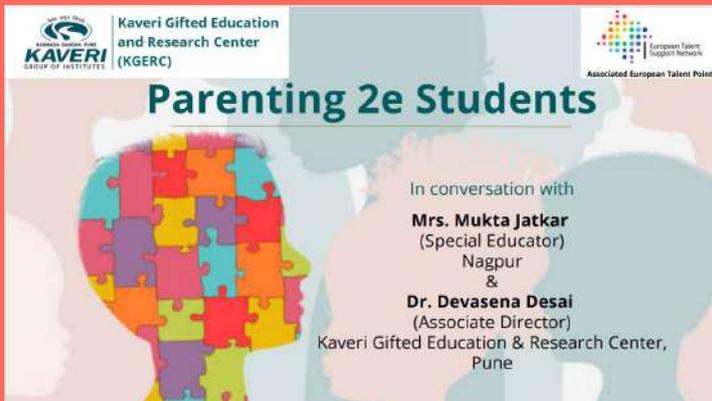


# Parenting Twice-exceptional students

The points discussed in this video are:

- challenges faced by 2e parents
- How parents can focus on strengths of their child and not the weakness.
- Interventions that can be provided to the children.
- Significance of play and finding balance between academics and co-curricular activities for the child.
- Choosing a qualified RCI Recognised professional to support their child.

[Click here to listen to the entire episode on YouTube.](#)



# 'Being Gifted' Podcast by KGERC



## Mentorship for Gifted Children Part 2 – Parent's Perspective

How can parents find the right mentors for their gifted children?

On today's podcast we are joined by Ms. Sarita Dhimate. She is an artist, an art therapist, a clinical psychologist, a counselor and a design mentor who has mentored hundreds of students and their parents.

Points discussed:

- How to know which mentor is good for your child
- Having multiple mentors
- Mentors and godfathers and godmothers
- Parent and mentor partnership

[Click here to listen to the podcast.](#)

Do let us know if you find it useful.

# Understanding Twice-Exceptionality

By Prateeksha Khatri, Assistant facilitator  
and Counselor, Nurturing Domain, KGERC

Twice exceptional children are a misunderstood and under-identified group of children. Twice Exceptional (2e) children include those who are identified as gifted but demonstrate evidence of one or more disabilities. Common 2e labels may include giftedness coupled with Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Learning disabilities as well as a range of sensory, visual or auditory processing disorders. There may also be a diagnosis of anxiety or depression. These disabilities and high abilities combine to produce a unique set of population.

The exceptional ability of this group may dominate, hiding their disability or their disability may dominate hiding exceptionality—masking each other. When those around them don't acknowledge the challenge faced by them it is because their strength outweighs challenges and when challenges outweigh strengths others are not interested in their ability but on remediation and focusing on what's wrong. Parents are the first contacts of the 2e children, they recognize gifts, potentials, talents and challenge areas as well. Parents of these children can be helped by:

- Assisting their child to interact with the outside world.
- Recognize and emphasise their strengths to boost their self-esteem rather than constantly filling the gaps in development.
- Accept the child for who they are and realise that their child is not broken.

A parent's love, acceptance, and support are essential to ensure that the child does not feel they are defected or disabled. Recognizing that the child may not fit into a mould like other children while believing that they can still be successful.

Trajectories are different; progress may be slow but it is there. Advocacy by parents is essential and helps the child to know that someone sees the 'whole' of their being and not separate fragments of high ability or disability.

Parents serve as an important bridge between home and school. While parents continue to support these children, educators also need to play their part.

The foundational piece educators need is the awareness that 2e exists. It is important to look at the problem and work on solutions together with the support of psychologists and par-

Twice-exceptional children require a formal individual education plan to ensure differentiated service that fits their advanced abilities and accommodations or modifications that offer support in areas of weakness.

It is also important to address the social and emotional needs of 2e children. They need a nurturing environment that supports the development of their potential. A collaborative approach with both parents and educators is essential to empower 2e. Seeking help from teachers as well as school psychologists who are trained in gifted education can help them cope with challenges and help pursue their dreams.

# What can I do for my gifted child today?

## A parents utopia!

By Dr. Devasena Desai, Associate Director,  
Kaveri Counselling, Empowerment and Gifted Center

Recently I asked the question 'what support as parents of gifted would you need to raise your higher ability child' in our parent support group?

What came out was a flood of painful reminders of the struggles parents were facing, queries, anguish and the need for support as mothers, specifically how to deal with day to day questions, challenges, choices, decisions that one needs to take and still seem happy and cheerful having a talented child. Tough job, childhood brings in a lot of challenges both for the child and the parent as the society is not ready to embrace this talented child who is in the process of being groomed. Parents look upon schools and teachers as support systems, teachers and schools feel this kid is too special and different needs more time and support parents should own it. Between the two groups the child is looking at both systems for their differing needs.

In this article I would like to address what can parents do to support themselves:

1. Recognize the talents and abilities: having accepted that the child stands for certain level of abilities to encourage as much as its possible by you as a parent and as a community. There is plenty you can do to keep supporting and encouraging but as a family you have a life, other siblings maybe and your own individual profession. Accept and demonstrate satisfaction of taking small steps and big steps to support child.

2. The fear (too much or too little): It's never too enough, this growing child's talent is limitless and the more your put the more they require, our focus should also to be to encourage them to search things for themselves after initial years so that they can balance both their interests and create their own path. This journey is the big part in parenting. But we need to also take care of our well-being after identifying a few resources that can be introduced to the child. Draw a line of what is bearable to you to take on for the child.

3. Enjoying the talent, the child: The toughest struggle is for the mothers to answer the innumerable questions, handling the various behaviors that come with each talent, too much of reading, abundance of experimenting, constantly rehearsing, practicing the art, cost of materials and resources are innumerable. Choices and decisions absolutely challenge and wreck the resolve of parents who keep thinking this turning I will stop for some time, you see the next resource, yet another chase and you are dragged along with the child. This can be draining on you and the child may anyways enjoy all this. It is not necessary to keep the child in constant hyper arousal state of being in the talent. We need to ensure that our practical being should also be able to live along with the child for the child to learn to live with the alternative practical world.

4. Gifted parent support groups: This is the best thing that can be a saving grace. Parents with similar child/ren backgrounds collectively standing up, holding and appreciating you for all the struggles and joys. Finding and staying in touch in this group gives a lot of support, solace for parents. Resources are shared, ideas are exchanged, narrating experiences with the child or even your own helps to ease when we know we have other members equally in this journey.



Kaveri Gifted Education and Research Center (KGERC), Pune, launched a 'Parents Support Group' in order to create awareness about giftedness, develop support groups among parents and the social community at large over 'children with higher ability'.



This initiative will be for parents of gifted and talented children between the age of 5 to 15 years. Malati Kalmadi, Founder Director, KGERC, Dr. Devasena Desai, Associate Director, KGERC and Dr. Samina Manasawala, Head of Nurturing Domain, KGERC were present during the launch and discussion along with the parents of the gifted children.

Please note, next Parent Support Group meeting will be held on 8th January 2023.