

SIMPLE IDENTIFICATION OF MOTOR GIFTED CHILD

Izet Rađo, PhD, Stipe Blažević, MSc, Dobromir Bonacin, PhD
Faculty for Sport and PE Sarajevo – BiH

Abstract

Nobody can deny that development is integral process, so it is to be expected that motor gifted are extraordinary in set of several different activities too. From that point of view, sport is almost ideal space for adequate support of gifted, and for top-level sport preparation in adult ages. In the same time, on the basis of this research, it is very clear that any mystification of term “gifted” slowly starts to begin to past, because, e.g. motor gifted pupils are hard to loose their superior motor position inside greater samples. We have quite enough comprehensions to believe that similar situation exists in any other human space, not only of motor abilities. Finally we can conclude that identification of gifted is relatively simple, on the first place because of fact that abilities of gifted remains through years of development. Our task is to create adequate support to such treasure, without insisting on premature results. This article is not defined for mini-robots preparation, but for more human approach to gifted, liberated of rambling and stochastic erroneous acting.

Key words: child, gifted, motor

Introduction

Gifted is a term we ordinary use for marking extra potentials or abilities in child which we expect to develop into successful realization of any particular type of activity in adult age ^(2, 4, 5). However, as we all know, identification of gifted child seems to be everything but simple, just because of different developmental phases that child passes through. In many cases, it is almost impossible to detect stable abilities, because child changes almost “every day”, especially at preschool or early school ages ^(4, 6). The situation is additionally complicated when we observe multivariate parameters with multiple interactions between observed structures ⁽³⁾. For serious scientific conclusions, we have to understand those problems, and consider two main principles in our investigations. First one is acceptance of global rule that any development follows. For purpose of this article it will be Comprehensive continuum as general expression of global natural development law ⁽¹⁾. And, as the second determinant, obviously, the only reasonable solution is observation of child as multiplex composite of abilities in some common space. Those two presumptions can lead us forward qualitative scientific results, as well as both can lead a child to top-level sport ^(3, 7).

Aims

If child is really gifted and will express remarkable results later, then we can assume that those special extraordinary potentials from early childhood will continually remain. Furthermore, if no serious aberrations occur and if there will be no destructive actions on child abilities, mentioned abilities composite will upgrade incorporating other potentials in a way that ensures multidimensional development and performance ^(1, 3, 7).

On that basis we have right to expect successful realization of whole spectrum of particular activities in adult age. In the movement meaning, we obviously deal with extraordinary composite of motor abilities (as well as other human segments). But, if we suppose that other characteristics will be optimally supported, point of our interest is clearly focused on motor system, just because of fact that a lot of motor skills are highly genetically determined. It is to be expected that children with extra motor realization in preschool age will keep their potentials inside population they are, just in order with global development continuum ⁽¹⁾. So, owing to consistent area of 12 motor manifest dimensions the aim of this article we can articulate as monitoring of individual positions of motor gifted children inside dynamic sample of pupils.

Methods

With the sample of 249 male pupils of age 7, we apply wide spectra stimuli training process through 18 months directed forward development support. On the beginning, in the middle and at the end of process, pupils were measured with 12 motor tests that cover all main primary motor abilities (coordination, agility, balance, flexibility, frequency, force, explosiveness, endurance): side steps, polygon backwards, standing on the bench, straddle forward bend, hand-tapping, foot-tapping, long jump from a standstill, throwing the ball for distance, 20m run from a standing start, sit-ups, held part in the hang, and 3-min run. All measurements were done by qualified people who had significant experience in collecting the aforementioned initial data. In three points, the results were compared for child stability position determination. Pupils that were positioned among first five in any of three measurements, on at last one variable, made a set of gifted that was especially monitored. Finally, for objectivity purposes, we derive rank-correlations of standardized composites for whole sample.

Results

The set of gifted pupils shows minor variations through three measurements. Under mentioned criteria there was stable number of pupils with results among first five on at last one variable (40 at first, 41 at second and 42 pupils at third measurement). Of course, they are not all the same pupils. From 40 at first measurement, in second we get 17 of them, and finally 12. and the others that keep their high positions were about 25 %. For objectivity purposes, we derive standardize values of initial data, and with summarized result of that data for each pupil (considering opposite metric orientation with variables side steps, polygon and 20m run, where smaller result is best result) we perform rank-correlation analysis. General idea was that if gifted pupils keep their abilities and skills at high level within whole sample, then their ranks will be similar through 18 months of development oriented transformation process ⁽¹⁾, which will result in high rank-correlations. Composites correlations between measurements were:

Measurement:	1.	2.	3.
1.	-	0.85	0.80
2.	0.85	-	0.98
3.	0.80	0.98	-

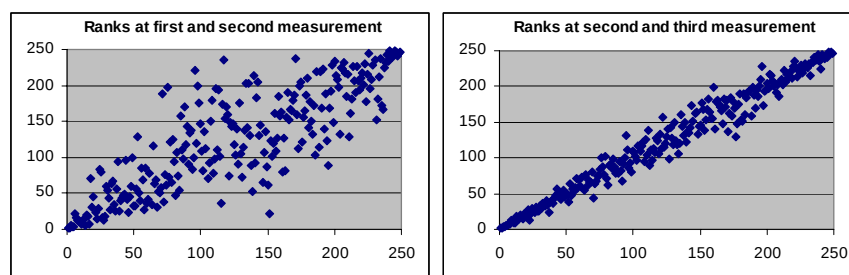


Figure 1. Relations of standardized composites ranks

Conclusions

Results of this investigation shows that children, marked as motor gifted in the moment of leaving preschool institution (at the beginning of school), strongly keep their positions after two years of general transformation process. Continuity of such process is logical ⁽¹⁾, but we have to admire that such strong and persistent locating of best (gifted) pupils is somewhat unexpected (Figure 1.). According to this research, seems to be much easier to identify and to cover gifted pupils, especially in sport activities, with adequate technological tasks ⁽³⁾ that we fit into qualitative transformation process. Importance of that approach is enormous because whole life, skills and emotional structure of gifted is different than others. Giftedness does influence social and emotional outcomes for children, but whether these outcomes are positive or negative seems to depend on the type of giftedness, educational fit and personal characteristics.

Evidence suggests that the extremely gifted are more vulnerable to social and emotional problems. So too are the gifted that are not achieving academically as a result of poor educational provisions ⁽⁵⁾. Motor abilities are not just secondary characteristics, especially at age of 6, 7 or 8, but basis of many further qualitative ways of living. This undoubtedly proves clear possibilities of gifted children identification, especially in light of further top-level sport performance realization. Successful and happy child will develop its skills in general. The gifted must be seen as average with gifts, not as superior with faults. Whether in regular or congregated classes, gifted children require a curriculum differentiated to accommodate their exceptional abilities, learning characteristics, and counseling services to help in understanding and coping with being different from average peers ⁽⁷⁾. That situation is very clear in sport, where gifted pupils express much better results at early ages. Those conditions represent necessity for creating adequate models and strategies for counseling, guidance, and social and emotional support of gifted and talented pupils ^(4, 5).

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Finally we can conclude that identification of gifted is relatively simple, on the first place because of fact that abilities of gifted remains through years of development. Our task is to create adequate support to such treasure, without insisting on premature results. This article is not defined for mini-robots preparation, but for more human approach to gifted, liberated of rambling and stochastic erroneous acting.

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