

Evaluation of successful or failed integration of intellectually gifted children by primary school educators

(scientific paper)

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Abstract: *The author's contribution deals with specifics of education of gifted children in elementary school. Aim of this paper is to present the results of research on evaluation of successful school integration or failure of school integration by children's educators in terms of mainstream primary schools. The research results show the most important conditions for successful and unsuccessful integration of gifted pupil by teachers. Teachers in classrooms with individual integration are more focused on the actual performance of students who could be their measure in the evaluation of their success. The group integration is accompanied by teachers in evaluating of the success and greater importance of personal giftedness and talents. According to both groups of teachers the successful school integration is based on expertise of teachers in terms of knowledge, experience and also enough time for individual access to these pupils. Study also points to the current specific problems of individual and group integration.*

Keywords: *gifted pupil, talent, successful school integration, individual integration, group integration*

1 Introduction

The study surveys the current state of knowledge of the educational-psychological aspects of gifted children and their education under contemporary conditions in the Slovak republic and it is supposed to present one of the possible perspectives on the issue through the lens of the evaluation of successfulness of school integration of gifted children by the means of a research. The research focuses on successfulness of integration of intellectually gifted pupils at primary school and evaluation of the causes of this successfulness or failure from the point of view of teachers at primary school.

2 Gifted children in the context of education

The questions of giftedness, talent and human skillfulness have attracted human curiosity since ever. Research in the field of giftedness has been urged forward by curiosity and the desire for knowledge as well as social need. "The problem of difference as a basic xenological problem opens yet another basic problem, 'the problem of a human'. The understanding of human actuality is a key platform of the process of coping with variance and difference" (Dojčár, 2012, p. 7). According to Hříbková (2012, p. 2) experiences from practice point to the fact that an extraordinary thought production and excellent performances in various fields are conditioned not only by abilities of an individual, but their personality features or the structure of cognitive and noncognitive characteristics. Wider definitions of giftedness, which have been appearing in past years, do not include only intellect characteristics, but also creative, motivation and social characteristics. It is obvious that each culture has its own defined idea of giftedness and the value preferences of the fields this phenomenon is related to. According to Winner (1996) three basic features of the gifted can be discussed:

1. Gifted individuals are prematurely developed.
2. They need a minimal assistance (from the adults in order to express their giftedness).
3. They want to excel in the field they are gifted in (individually, without an outer pressure and they devote their free time to it completely).

Clark (1992, p. 36, according to Laznibatová, 2001) states that while identifying individuals with a high level of intelligence it was proved that in comparison to others they manifest certain biological differences such as:

- increased production of nerve cells enabling greater development and support of neurons, increased number of dendritic fibers and the number of its connections, which increases the potential of mutual connections among neurons,
- higher number of synapses and wider range of synaptic contacts, which enables faster and more complex communication within the nerve system,
- greater activity of prefrontal area of cerebral cortex, which enables better understanding, penetrating mind and intuition,
- better utilization of the activity of alpha waves in several areas of brain, so the gifted individual is able to get to the alpha level faster and to stay there longer than a common individual, which enables them greater relaxation and better integration of brain hemispheres,
- higher synchronization of brain rhythm, enabling better concentration and attention.

Laznibatová (2001, pp. 207–228) further claims that the gifted children are above-average in many aspects in comparison to their contemporaries already in the youngest age categories (from 1–2 years of age). They learn to sit, walk and talk sooner than average children. As to spontaneous activities, according to individual anamneses, the children are lively, they react well immediately after their birth. Since their birth they tend to be spontaneously active, even hyperactive; they are very agile and bright in comparison to other children. They need less sleep, they are vital and curious. They are able to recognize people, differentiate shapes and so on. They like to discover, to experiment and they react intensively to new stimuli. Thompsom (according to Laznibatová, 2001) proved that the preference of new stimuli in early months of life of children correlates positively with higher level of intellectual performances in the age of 3. One of the recognition signs of a gifted child is an early, distinctive and fluent speech with rich vocabulary; similarly, reading activities are early. Distinctive fluent speech with rich vocabulary is typical for the preschool age, just like usage of abstract terms, foreign expressions, the ability to learn to read on their own without any help, early reading and in greater amount than other children. Mathematical abilities are often exceptional, the gifted children deal with arithmetical tasks sooner, they can manipulate spontaneously with numbers well, they manage arithmetical tasks of various difficulties. According to Pivoda (2010) a tendency toward introversion is typical for the gifted children, for intellectually gifted children in particular and personality can be very varied. It doesn't concern only the type of giftedness and the level of IQ, but naturally, it depends also on wider social environment and other circumstances of their life that determine the personality formation. The gifted children form a population that in majority of cases doesn't markedly differ in their problems from the common children population.

When assessing a talent and giftedness of children we can encounter various myths of great giftedness, which are deeply rooted in the society and apparently, unchangeable at the first sight. Musil (1989, p. 14) gives evidence of these myths in his publication in a very interesting way. It may be for example a myth that a talent is the thing of the elite; the myth of genetic dynasty says that a talent and giftedness are reserved for the higher, genetically superior social classes. The IQ myth says that giftedness is identical only with a high above-average intelligence quotient; the myth of all-divergence represents a multidimensional understanding of giftedness and creativity, creativity as an “all-human” feature. Another one is for example the myth of a sweaty genius emphasizing the meaning of motivation in a performance, which is placed on the level of skills, an ingenious myth, while the discoverable genius has the highest level of talent, the others haven't developed it; or the myth of inspiration as a mythical idea about inspiration being an inexplicable impulse, the climax of creative process. A myth, which according to Musil (1989) concerns personality of a gifted child, is the myth that giftedness always takes over by itself. The author

further discusses the myth of gender influencing demonstrations of giftedness; or a pupil – a gifted eccentric with problem behavior or a pupil having studying problems in some subjects, but being immensely interested in mathematical or literature club. Regarding the efficiency of performance and marks at school there is a myth that a gifted child has to be the most efficient one and passes with distinction; the talented pupil, naturally, has to specialize in a concrete field – discipline and the giftedness is evaluated by a teacher (Musil, 1989, p. 121).

3 Models of education of gifted pupils in Slovakia and the successfulness of integration

Slovakia is one of the countries where functioning of three models of education organization of gifted pupils in a school system can be observed. These models of education organization of gifted pupils function simultaneously and their functioning is properly legally treated. The fact that all of the three models of education organization of gifted pupils function in Slovakia simultaneously can be ascribed to the missing legislation of the past, which would make one of the education of gifted pupils more favorable (Šabo, 2010). This fact should not be perceived as negative, but it should be perceived as positive in the sense of creation of the space for researches, projects verification and scientific discussion on this theme. Last but not least, this fact adds to a wider possibility of differentiation in the development of a gifted individual as a complex personality. A gifted pupil or his legal representatives have the possibility of choice among the following three models of education organization of gifted pupils (Šabo, 2010):

1. segregated (or separated) model,
2. integrated model,
3. compromise (or combined) model.

According to Šabo (2010) the **segregated model of education of gifted individuals** comes originally from the USA. The segregated education of intellectually gifted individuals can be first observed in the United States of America. Other countries dealing with segregated model of education organization of gifted pupils are: Austria, parts of Switzerland and Germany, Finland, France, Hungary, Ireland, Lithuania, the Netherlands, Poland, Portugal, Sweden and Slovenia. Not all of the countries allow segregated education organization of gifted individuals at all four stages (ISCED 0, 1, 2 a 3) of their schools systems. The project of segregated education organization of gifted pupils in Slovakia was elaborated by Laznibatová and entitled Programme APROGEN (1993–2007). After 5 years (1998) the first special school dealing with the development of intellectual giftedness originates in Bratislava; it became a model

for establishing similar schools in other Slovak towns, too. Schooling has a form of alternative education. The number of pupils in a class is lower than in a common school, the reason being the implementation of individual education plan. The teachers are specially trained for the development of motivation, creativity and abilities of the pupils. All of the schools closely cooperate with the parents of the gifted pupils and centers of educational-psychological counseling. General objectives of this model of education organization of gifted pupils may include:

- development and strengthening of specific skills,
- development of independence, creativity,
- willingness to try and to take risk,
- effort to solve problems,
- ability to discover self-study,
- gathering and processing information,
- ability of self-evaluation and evaluation of the others,
- strengthening dominant abilities of the gifted,
- development of physical abilities,
- forming of the personality of the gifted individual.

Duchovičová (2007) includes mainly the following positives into the specifics of a school of this kind:

- pupils acquire deepening, enriching and extending curriculum,
- pupils learn foreign language and informatics and to express their thoughts in capital letters from the first grade,
- among the methods are the method of problem based teaching, project work, heuristic methods, defense of own works,
- great emphasis on self-assessment and verbal comments in evaluation,
- partner relationship among teachers and pupils is applied; emphasis is on creating the right atmosphere,
- rich club activity is important, too,
- school cooperates with faculties and research centers,
- school cooperates with several grammar schools at the international level,
- school elaborates alternative proposals,
- school organizes international business conferences.

In general it can be said that this kind of education of gifted pupils is focused mainly on the maximal development of an individual's potential. That means subordination of curriculum to this objective. It has to be noted here that schools which originated according to the model example of the school for gifted children in Bratislava are classified as schools with alternative schooling. Dočkal (2008) ranks the following among the advantages of segregated education of gifted individuals: education of

intellectually gifted children is organized in an easier way, because the same forms and methods are applied while working with all children and they can proceed in their school work faster. On the other hand, he considers the following among the negatives: diversity of the group of intellectually gifted pupils, the risk of inadequate social development, little opportunity to learn to communicate and coexist with the contemporaries from common population, the work may lead to feelings of superiority over contemporaries from common classrooms, development of undesirable rivalry within the group of the gifted and the demands on the educational work of a teacher are extraordinary, too. Segregated education can be organized only for a sufficient number of pupils, thus, in smaller settlements it is not feasible (Dočkal 2008).

Strictly **integrated variant of education of gifted individuals** is utilized in European countries like Spain, Denmark, Greece, Italy, Luxembourg, Romania and England. The aim of integration is the acquirement of the highest degree of socialization possible, which means participation in ordinary life (regarding the gifted it is also the development of their giftedness and their weak points, too; at the same time the objective of socialization is followed). Vladimír Dočkal is the author of the project of integrated education of gifted pupils in Slovakia, who elaborated and certified the project in 2000–2005. Primary schools in Lučenec and Hlohovec were included in the experimental schools, too. Socialization of an individual, development of their communication skills, focus on emotional side of personality are not that distinct in the segregated model of education of gifted pupils. It presupposes a requirement, which is fulfilled only in the integrated and combined variant of education of the gifted, namely, social contact with common part of the population. This is where the natural life situations occur that a young person has to learn to solve in order to be successful in their life. On the other hand, obviously, the cognitive part of personality is not neglected at all. Duchovičová (2007) classified conditions of successful integration of gifted individuals as follows:

1. identification of gifted children – diagnostics,
2. diagnostics of the giftedness and suggestions of the processes of its development,
3. competent teacher, professionally prepared for the work with gifted children,
4. elaboration of alternative teaching plans and curricula,
5. elaboration of supporting teaching materials, alternative students' books and educational programs,
6. provision of differentiated and individual methods according to performance and personality dispositions of individual gifted children,
7. elaboration of a new system of evaluation of the gifted,
8. reduced number of pupils in classrooms,
9. legislated conditions for the work with the gifted in regular schools.

Dočkal (2008) considers the following for main positives of integrated schooling:

- it is considered being more appropriate for the intellectually gifted with a less distinctive level of giftedness,
- more propitious social development of the gifted,
- it is recommended especially in younger school age, where the foundations of further social development of a personality are laid,
- integrated education can be carried out for any number of gifted children in any school including schools in small settlements.

According to the author, among the disadvantages of integrated education of the gifted children is the organization work of headmaster and pedagogues who implement it and the fact that due to the necessity of coordination of intellectually gifted pupils with the progress of other pupils in a classroom, their progress in educational development may be relatively slower than in the segregated variant of education. The requirements can be classified into general, administrative, material-technical and professional-personnel.

Compromise model of education of gifted pupils relies on acceleration of the tempo of their school education. This main aim, mission of the compromise model is carried out in the following forms:

- attendance of selected subjects by a gifted individual in a higher grade,
- another possibility is an early entering of school education, but a child should not be younger than 5 years and 8 months,
- leaping over one grade (condition being passing of exams) or the child completes two grades in one year. Skip of grade is used in our conditions rarely, especially due to a high number of requirements that need to be fulfilled during its implementation.

According to Duchovičova (2007) a certain compromise is a 8-year high school (grammar school), which provides differentiation of children according to their abilities by the means of a selection of a more difficult type of school. These grammar schools are intended for children whose study aptitude has been manifested already at primary school. At present, the mission of 8-year grammar schools has been declining and they are becoming more a matter of prestige. So called specialized grammar schools, as for example bilingual grammar schools, are appointed for pupils who excel in one of the academic fields (Šabo, 2010).

Examination of conditions of successful integration and causes of failed integration of the intellectually gifted at primary schools

The very process of school integration of intellectually gifted children and mainly its successfulness are poorly examined, assessed and evaluated. The author Balážová

(2012) states “8 different areas where the success/failure rate of integration/inclusive education can be revealed or where it is possible to assess logically or identify, by the means of analysis, determinants of successful school integration/inclusive education” (Balážová, 2012, s. 99). One of these areas (IV) regards a teacher, too, with the emphasis on “the good relationship with all pupils; the teacher doesn’t show too much compassion for the pupils with special educational needs, the method of schooling is adapted to pupil and the demands are reasonable. The teacher doesn’t show that the presence of a pupil with special educational needs is more demanding, the teacher is able to consult with specialists, pupil’s parents and other competent persons.” The approach of an educator to the integration itself, their effort and activity are therefore probably one of the factors of successful integration of a gifted pupil at primary school. In my research I was interested in how are individual aspects of successfulness of school integration of a pupil with special education needs, an intellectual gifted pupil in particular, evaluated by educators of a primary school. The main **aim** of the research was to find out **what are the conditions of successful integration or causes of failed integration of intellectually gifted pupils at a primary school according to the opinions and experiences of teachers** who educate these children. It regards gifted children integrated by the form of individual integration and group integration.

Other, partial aims of the research were:

1. To find out which variables, according to the opinions and experiences of educators, could have influence on successfulness of integration of intellectually gifted pupils.
2. To find out if the subjective evaluation of successful and failed integration of intellectually gifted pupils **differs** in case of the educators of special classrooms (group integration) and in case of the educators of regular classrooms (individual integration).

Given the objective of the research I was interested in answers to the following questions:

1. What are the most important conditions of successful integration of an intellectually gifted pupil at a primary school according to educators?
2. What are the most important causes of failed integration of an intellectually gifted pupil at a primary school according to educators?
3. Is there a difference in the subjective evaluation of successful or failed integration of intellectually gifted pupils provided by educators of special classrooms and regular classrooms (individual and group integration)?

4. How do the educators perceive integration of an intellectually gifted pupil?:
 - from the perspective of its influence on other pupils in the class and school,
 - from the perspective of cooperation with specialists,
 - from the perspective of strain in their own work.
5. How do the educators evaluate the conditions of integration of an intellectually gifted pupil in their school?

The research method was a questionnaire entitled “Questionnaire for a teacher educating a gifted pupil”, which originated by a modification of the “Questionnaire for a teacher who has/had an integrated pupil with a physical, visual or hearing disability in a classroom in a regular primary school” by Balážova (2012). The questionnaire consists of identification questions, closed dichotomous questions, scale and open questions aimed at finding out subjective opinions of educators on the integration of a gifted pupil. The opened questions provide a wider space for a respondent to express their opinion; these answers were interpreted by the method of qualitative analysis, while the statements were classified and consequently placed to categories which are presented in the research outcomes processing.

The research sample consisted of 42 respondents – teachers, 5 males and 37 females, **who teach or taught an intellectually gifted pupil in a primary school with special classrooms and in a primary school attended by intellectually gifted, individually integrated and group integrated children.** Pedagogues came from three primary schools, where children are educated in special classrooms for intellectually gifted children (group integration) or by the form of individual integration in regular classrooms; availability sampling was applied. Concerning the age of respondents, the highest proportion of respondents was represented by the teachers under the age of 30 and the sample was relatively well-proportioned regarding the age. The length of practice was usually from 1 to 5 years.

Table 1: Conditions of successful individual integration (IIN) of an intellectually gifted pupil (IGP) in a primary school according to educators

Conditions of successful integration of IGP according to educators IIN	IIN	%
Reaching excellent educational outcomes, success	7	16,7
He/she fits into the group, works with the others and according to his/her individual needs	6	14,3
Pupil has an individual education plan and individual approach	5	11,9
Pupil participates in extracurricular activities, represents the school	4	9,5
He/she can work on themselves, develop their giftedness and personality	4	9,5
Pupils know a lot and easily, they are not bored	4	7,1
The presence of the pupil is not at the expense of other pupils	3	7,1
No answer	3	4,8
Creation of conditions for right functioning of the process of education	2	4,8
Appropriate evaluation of the pupil by the educators	2	4,8
Cooperation with special pedagogue and counseling centre	1	2,4
He/she is not bored at lessons, they are given challenging tasks	1	2,4
TOTAL	42	100%

Conditions of successful integration of individually integrated intellectually gifted pupils (Tab. 1) concern achievement of excellent educational results, success of a pupil; the focus of teachers is on efficiency of the integrated pupil. In the second place there is the condition of inclusion – incorporation of the integrated pupil in the classroom group.

Table 2: Conditions of successful group integration (GIN) of an intellectually gifted pupil (IGP) in a primary school according to educators

CATEGORIES – Conditions of successful integration of IGP according to educators GIN	GIN	TOTAL
Development of their giftedness, their weaker points, too, individuality, personality	8	16,3
Pupil applies the knowledge in practice	5	10,2
Better educational results of the pupil	5	10,2
Expertise of educators – experiences	5	10,2
Ample time for individual education plan	4	8,2
Pupil manages difficult/nonconventional tasks	4	8,2
Creative approach to knowledge, information and success of individual pupils	4	8,2
It is group integration	3	6,1

Pupils are eager for knowledge	3	6,1
His/her presence is not at the expense of the others	3	6,1
Space created for work with pupils according to their abilities	2	4,1
Contentment of the child and parents	2	4,1
Success of the school and the individual	1	2
Pupils do not single out themselves, do not put themselves above the nongifted children	1	2
No answer	1	2
TOTAL	49	100 %

Conditions of successful integration of group integrated intellectually gifted pupils as presented by the educators (Tab. 2) concern the category of the development of giftedness including the weaker points, individuality and personality. In the second place it is the application of the knowledge in practice, but the achievement of excellent educational results and success of the pupil are in the third place. The condition of fitting in the classroom group does not occur, logically (group integration).

Table 3: Causes of failed integration of intellectually gifted pupil (IGP) in primary school according to educators INN

CATEGORIES – Causes of failed integration of IGP according to educators INN	IIN
Performance and results do not pertain the giftedness	6
Giftedness is not developed, stagnation	4
Student did not understand his/her giftedness, tiredness, indifference	4
Lack of time for individual education plan during the classes	4
No answer	3
Presence of the gifted pupil is at the expense of other pupils	2
Not all of the conditions of integration are fulfilled	1
Unwillingness of employees – educators	1
Behavior disorders, inability to involve in the group	1
Inappropriate evaluation of the pupil by the educators	1
Teacher does not have space and conditions to deal individually with the gifted pupils	1
Child is bored, concerning knowledge he/she slips down to the level of their classmates	1
Bad cooperation with parents, the pupil and counseling centre	1
TOTAL	31

Assessing the causes of failed integration of individually integrated intellectually gifted pupils (Tab. 3) the first place is taken by achievement of results that are not in accordance with the giftedness, it does not develop further.

Table 4: Causes of failed integration of intellectually gifted pupil (IGP) in primary school according to educator GIN

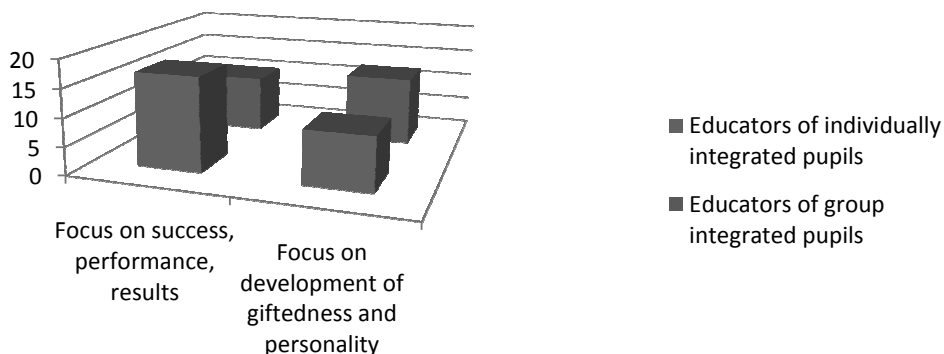
CATEGORIES – Causes of failed integration of IGP according to educators GIN	GIN	TOTAL
Imbalance between self-evaluation (high, without self-criticism) and real performances	8	38,1
Dependence while working	3	14,3
We do not have such a case, I have no experience with it	3	14,3
Lack of time for individual education plan, inexperience of educators, traditional form of classes	2	9,5
Problems with acceptance and managing high demands	2	9,5
Pupil is hindered by traditional form of classes without individual education plan	1	4,8
Without	1	4,8
I do not know	1	4,8
TOTAL	21	100%

Assessing the causes of failed integration of group integrated intellectually gifted pupils (Tab. 4) the first place is taken by problematic self-evaluation of the gifted children in comparison to their real performances.

Table 5: Subjective evaluation of successful or failed integration of IGP by educators considering the form of integration

Successful/failed integration	Individual integration %	Group integration %
Focus on success, performance, results	16,7	10,2
Focus on development of giftedness and personality	9,5	12,2

Graph 1: Subjective evaluation of successful or failed integration by educators considering the form of integration



Taking into consideration the form of integration of intellectually gifted pupils it can be stated (Tab. 5, Graph 1) that educators in classes with individual integration, when evaluating its successfulness, are focused more on the very performance of pupils, which can be its measurement. In classes where only gifted pupils are present (group integration) the educators, when evaluating its successfulness, emphasize the development of personality of the gifted pupil and their giftedness more.

Table 6: Conditions of successful integration according to the form of integration of IGP

Conditions of successful integration	IIN	GIN	Average values
a) willingness, acceptance of the gifted pupil by pedagogic and professional staff of the school;	4,9	3	4
b) expertise of educators: sufficiency of knowledge, experience etc.;	3,3	2,1	2,7
c) appropriate evaluation of the pupil by educators;	6	4,6	5,3
d) presence of the gifted pupil in not at the expense of nongifted pupils;	5,6	3,9	4,75
e) suitable/sufficient fulfillment of the elaborated individual education plan;	5,3	5	5,15
f) sufficient time for individual approach;	2,6	3,25	2,9
g) traditional form of classes enabling individual approach;	6,3	6,6	6,45
h) development of/participation in activities according to possibilities and abilities of each pupil;	5,45	5	5,2
i) other.	0	0	0

Table 7: Causes of failed integration by the form of integration of IGP, scale answers

Causes of failed integration	IIN	GIN	Average value
a) unwillingness, failure to accept the gifted pupil by pedagogic and nonpedagogic staff of the school;	4,7	2,8	3,75
b) incompetence of educators: lack of knowledge, experience, etc.;	2,6	2,75	2,7
c) inappropriate evaluation of the pupil by educators;	5,95	3,8	4,9
d) presence of the gifted pupil in a class is at the expense of the nongifted pupils;	6	4,75	5,4
e) unsuitable/insufficient fulfillment of the elaborated and approved individual education plan;	5,6	4,75	5,2
f) lack of time for individual approach;	3,45	3,8	3,6
g) traditional form of classes not enabling individual approach;	5,15	4,7	4,9
h) not taking into consideration development of/ participation in activities according to possibilities and abilities of each pupil etc.;	6,5	6,3	6,4
i) other.	0	0	0

The teachers were supposed to express their opinion on the conditions of successful and causes of failed integration of an intellectually gifted pupil at school by the means of scaling (hierarchical range) of their answers from the most important (1) to the least important (8). It was found out (Tab. 6 a 7) that according to both groups of educators (individual and group integration of IGP) successful school integration is based on the expertise of educators in terms of knowledge, experience and sufficient time for individual approach to these pupils. The educators GIN (group integration) expressed that an important role in successful integration is also played by willingness, acceptance of the gifted pupil by pedagogic and professional staff of the school and his/her evaluation. It is likely that pupils who are not accepted positively or as gifted by the educators may be present in the classrooms of group integration, which may be connected to the problematic enrollment of these pupils in such classrooms. Educators perceive this issue as “problems with enrollment of the pupils, with selections that are not realized by the centers of pedagogical-psychological counseling and prevention and problems with intervention of school into verified methods and selection of pupils” in group integration and its seriousness was confirmed also in my research.

Table 8: Change suggested by educators in education of IGP in contemporary school

Suggested change	TOTAL	
Education of educators in this field, methodology of the gifted and their integration	14	30 %
More and better teaching aids (methodological materials, material facilities)	11	24 %
Quality individual approaches and plans, more time for them	7	15 %
School assistants/special pedagogue in school	7	15 %
Less children in classrooms	2	
To value the work of teachers	2	
Education of the gifted only in a school – a classroom for gifted children – segregation	2	
Interconnection with practice	2	

To the most frequently suggested changes in education of IGP at contemporary school (Tab. 9) belong: provision of education for educators in this field, methodology of the gifted and their integration, provision of more teaching aids (methodological materials, better material facilities), to improve the quality of individual approaches and plans and to provide more time for them, to provide the presence of school assistants or special pedagogues. These changes could be ensured by school in cooperation with specialized institutions, centers of pedagogical-psychological counseling and prevention and methodology centers.

Table 9: Our school fulfills conditions of successful integration of IGP

Reason	TOTAL	
Education for the gifted takes place in a classroom for the gifted children	19	47,5 %
Adequate expertise of educators and their experience	6	15 %
Less children in classrooms	5	12,5 %
Pupils are efficient, they are skillful	3	
There are individual approaches and plans available	3	
Appropriate conditions for the development and study of the gifted	3	
Material facilities	3	

I was also interested in assessment of integration of intellectually gifted pupils by teachers in their own school; if the school where the gifted pupils are educated fulfills conditions of successful integration. Educators believed that their school fulfills these conditions, they are not in opposition to integration of these children in their school and they can justify its successfulness (Tab. 9). According to the teachers of group integration in their school the successfulness of integration is provided by the fact that they have a specialized classroom for the gifted children, it can actually be

called a special classroom in a regular primary school. In the second place, it is the expertise and experience of the educators that enables success of the integration and a lowered number of children in the classrooms in case of individual integration.

Summarization of the research findings

A) The case of individual integration of intellectually gifted pupils

- The basic condition of successful individual integration is reaching excellent educational results, the success of the pupil. It means that these should be the measurement of the successfulness of integration of gifted pupils. Paradoxically, it is a situation where integration would be reduced to exceptionality of the child and their giftedness, forgetting about the social and emotional aspect of the development of their personality.
- The focus of the evaluation of these conditions is mainly on the efficiency of the integrated pupil, the second place is taken by the condition of inclusion – incorporation of the integrated pupil into the collective group of the classroom,
- The cause of failed integration of individually integrated intellectually gifted pupils is, according to the educators, accomplishment of such education results that are not in accordance with the pupil's giftedness, it is not being developed. Repeatedly, integration of the gifted is perceived as elitist favoritism and appreciation (by the means of marks).

B) The case of group integration of intellectually gifted pupils

- The basic condition of successful group integration is the development of pupil's giftedness including their weaker points, individuality and personality; application of the knowledge in practice is in the second place. The condition of incorporation of the pupil into the classroom group does not logically occur in this case. In this case we can talk about forming of all components of child's personality as they are presented in the concept of Creative-Humanistic Education by prof. Zelina in the national project of education "Millenium".
- The cause of failed integration of group integrated intellectually gifted pupils is the problematic self-evaluation of the gifted children in comparison to their actual performances. It was showed that according to the educators the self-evaluation and the performance are not in accordance.

Taking into consideration the form of integration of the intellectually gifted it can be stated that educators in classrooms with individual integration are focused more on the very performance of the pupils, when evaluating its successfulness, which could be its measure. In classrooms where only gifted pupils are present, the educators find the development of the personality of the gifted pupil and their giftedness more important while evaluating the successfulness of integration. However, according to both groups of the educators, successful school integration is founded on the expertise of educators in terms of knowledge, experience as

well as sufficient time for individual approach to these pupils. According to the educators GIN (group integration) an important role is also played by willingness, acceptance of the gifted pupil by pedagogical and professional staff of a school and his/her evaluation (correct/incorrect) during the classes. It is likely that in the classrooms of group integration there can occur pupils who are not accepted positively by the educators or not accepted as the gifted, which may be connected to problematic categorization and enrollment of pupils into these classrooms. Problems with categorization and selection of pupils that are not carried out through the centers of pedagogical-psychological counseling and prevention and the problems of interventions of a school into verified methods and selections of pupils in the group integration need to be solved.

- C) According to the educators the presence of gifted pupils in a classroom has an impact on improved performance of other pupils, too; it can motivate them for higher efficiency and diligence.
- D) Cooperation of educators is carried out mainly with special pedagogue, counseling center and school psychologist; however, one third of the educators think that a cooperation with specialists concerning the intellectually gifted pupils doesn't exist.
- E) Only 12.4 % of the educators teaching intellectually gifted pupil feel stress resulting from the work with an intellectually gifted child. Majority of the educators do not feel stress, because the work is perceived as inspiring, teachers enjoy it, they are motivated by the pupil's interest in studying, they work according to an individual education plan, etc.
- F) The educators suggest to allow the gifted pupils to be educated in the field of their giftedness, to provide methodologies on the gifted and their integration, to ensure more teaching aids (methodological material, material facilities), to improve individual approaches and plans and to provide more time for them, as well as provision of school assistants or special pedagogues. These changes could be implemented by the school in cooperation with specialized institutions, mainly centers of pedagogical-psychological counseling and prevention, methodology and pedagogy centers.
- G) According to the educators their own school rather fulfills the conditions of successful integration, they can justify its successfulness by the fact that the education of the gifted takes place in a classroom for the gifted, the expertise and experience of educators are at a good level and there is less children in the classrooms.

4 Recommendations for practice

Following the outcomes of the research it is possible to propose several concrete recommendations for the education of gifted children.

1. Not to reduce school integration of a gifted child to emphasizing the exceptionality of a child, their giftedness, performance; forgetting about the social and emotional aspect of their personality development. To attempt for a complex development of the personality of a gifted pupil.
2. To verify the level of inclusion – incorporation of the individually integrated pupil into the classroom group.
3. To develop the giftedness of a child in the context of other features of personality, as well as its uniqueness and individuality.
4. To try to correct the self-evaluation of the gifted children in comparison to their actual performances during group work.
5. Positive acceptance of an integrated pupil by his educators; to avoid mistakes of social perception, evaluation and judgment given the talent and giftedness of the pupil.
6. To eliminate problems with the enrollment, selection of pupils that are not implemented through the centers of pedagogical-psychological counseling and prevention. To minimize the interventions of school into verified methods and selections of pupils in the group integration of the gifted pupils.
7. To support better performances of other pupils, to motivate them to higher efficiency and diligence.
8. To support all forms of cooperation of the teachers of gifted children, especially with special pedagogue, centers of pedagogical-psychological counseling and prevention and school psychologist.
9. To promote the idea among the wider public and educators that the work with gifted pupils is inspiring, a teacher can enjoy it and can be motivated by the interest of the pupil in learning, etc.
10. The educators themselves propose, in order to improve the practice of the education of gifted children, to provide for further education and professional guidance in the field of the giftedness of a child, to provide for methodologies about the gifted and their integration, to provide for more teaching aids, to provide for assistance with elaboration of individual approaches and plans and to provide for more time for their fulfillment. And last but not least to provide for the presence of school assistants or special pedagogues in the education of the gifted. These changes should be provided by the school in cooperation with professional institutions, mainly the centers of pedagogical-psychological counseling and prevention, methodology and pedagogy centers.
11. To maintain lower number of pupils in classrooms where individually integrated pupils are present.

5 Conclusion

Education of the gifted pupils, forms, methods and content applied in the education of the gifted are based on their distinctive – special educational needs. Their needs reflect their specific characteristics in the cognitive field, as well as in the social-emotional field. Special education approaches do not pursue only the adequate development of cognitive abilities, intellectual giftedness, but also prevention or elimination of undesirable manifestations, which can display themselves due to insufficient or inappropriate educational approach to the gifted. Our aim should be to identify these needs correctly, to take an individual approach to the gifted pupil taking into consideration their uniqueness, but at the same time to enable their giftedness to be developed in the whole context of their personality and social relations in their life.

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