

Kerstin Brausewetter



How to deal with
underachieving and
twice- or multi-
exceptional students

Gifts and Talents Values for the Future

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How to deal with underachieving and twice- or multi-exceptional students

Agenda

1. About me
2. Understanding: Largo 's concept of "fit" versus "misfit"
3. Assessment: ProfilPASSes
4. Gifted education: Lifelong Learning
5. Different forms of (gifted) education
6. Long-term impact of out-of-school experiences
7. Becoming a Nobel Laureate?!



About me

Brausewetter Institute for talent development in teaching and learning

- First (equivalent to Master of Education) and Second State Examination for Secondary School Teachers (Professional Teaching Certificate)
- Degree in biology and chemistry; Supplementary Examination in French
- Montessori Diploma
- [ProfilPASS consultant and multiplier](#)

coaching and counseling of gifted students:

- ✓ in the process of finding individually suitable career options
- ✓ individual talent development
- + author and speaker
- + consultant [GRETA project](#): Recognition of teaching abilities in adult education
- + manager of the web portal for modern education at "[We learn online](#)"



Understanding: Zurich “FIT”-Concept

Goal: Well-being and good self-esteem

Three components (Largo, 2002)

- Security
- Attachment and Social Acceptance
- Development and Learning

Illustration adapted from Largo (2002, 248)



Underachievement in Largo's concept of "misfit"

Mismatch between individual needs and environment's demands

Three different kinds of misfit (Hoyningen-Süess & Gyseler, 2006)

- **classical misfit** as a mismatch between the person's needs and his or her environment,
- **internal misfit** as a mismatch within the individual,
- **external misfit** as a mismatch between different protagonists in the environment

Illustration adapted from Largo (2002, 303)



Extreme variants → “misfit”?!

Unusual pace of development

(Largo 2002, 295):

- early/late language development
- early/late understanding of numbers

Unusual expressions (ibid.):

- specific developmental disorder
- different areas of giftedness

Illustration adapted from Largo (2002, 303)



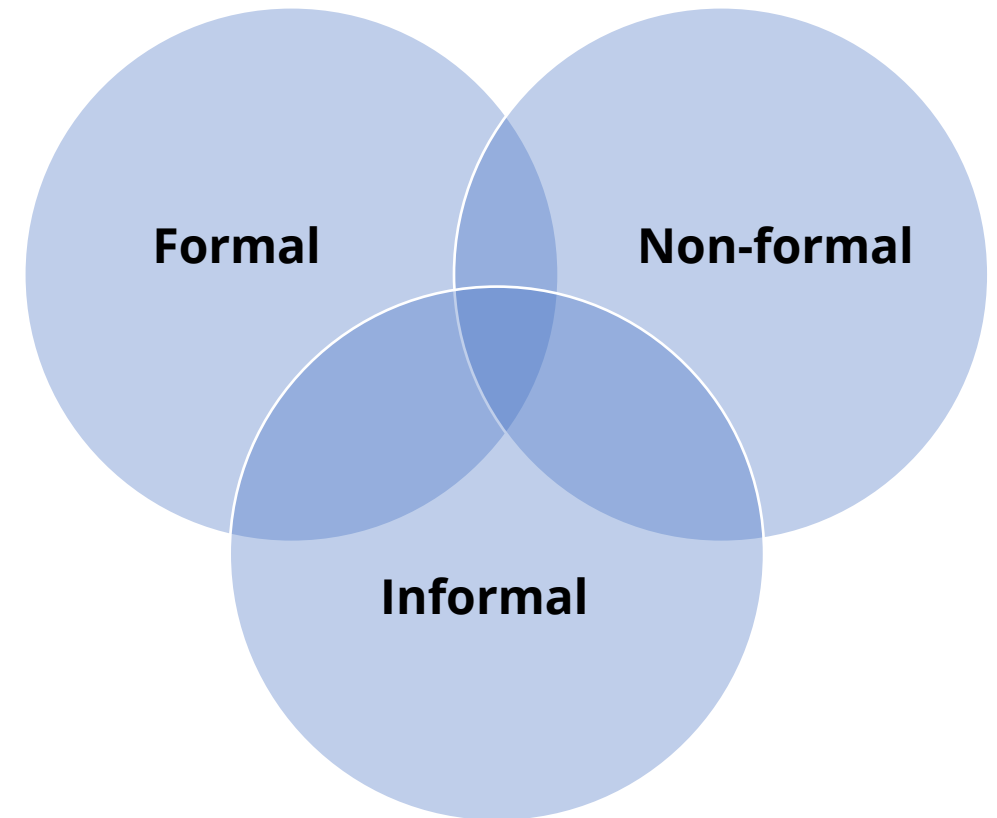
Gifted Education: Lifelong Learning

How to achieve this goal?

Formal learning: organized and structured, within the initial education and training system

Non-formal learning: organized and structured, outside of the initial education and training system

Informal learning: never organized, unintentional, can happen anywhere (OECD, n.d.)



ProfilPASSes: Assessment of students' skills

ProfilPASS for young people

- **for skills acquired**
 - ✓ as part of the family
 - ✓ with friends
 - ✓ in spare time
 - ✓ or as autodidact

ProfilPASS for Start-Ups

- ✓ developed for the needs of people interested in founding their own start-up
- ✓ 13 entrepreneurial skills at the intersection of different skills models

Brausewetter, K. (in press). ProfilPASS-Beratung bei hochbegabten Jugendlichen. In DIE (Ed.). Praxisbuch ProfilPASS.



Formal (gifted) education

Different types of school in lower and upper secondary education:

- e.g. vocational schools

Schools with a specific focus on a certain field:

- (Foreign) Languages
- STEM
- Social Sciences
- Music, Art, Culture and Sports

- [Vocational high schools](#) (e.g., health and social science, technical domain)

- (Foreign) language(s): [Certilingua](#)
- STEM: [MINT-EC Schools](#)
- Music, Art, Culture and Sports: [Berlin School for Acrobatic Arts](#)
- Social Sciences: [UNESCO Associated Schools](#)

→ Examples for the State of Berlin



Informal and non-formal (gifted) education

Informal:

- Internships, (summer) jobs
- Part-time start-up

(Foreign) Language(s)

- Language travel
- Writing workshops

Social Sciences

- Counselor qualification (summer camps)
- [Nursing auxilliary](#)
- Youth Organizations

STEM

- [CyberMentor](#): virtual STEM mentoring for girls
- [Quod erat demonstrandum QED](#): math

Music, Arts and Sports

- Sports club (Exercise instructor, Referee)
- [Dual enrollment at School of Music](#)
- [Music Mentor](#)



Virtual (gifted) education

Math

[Khan Academy](#)

STEM

[Bozeman Science](#)

German-speaking:

MOOCs (Massive Open Online Courses)

- [IMooX](#) Austria
- [Oncampus](#) Germany

[Digitale Drehtür](#) Virtual revolving door

[WirLernenOnline #WLO](#) We learn online



Long-term impact of out-of-school experiences

Goal: Well-being and good self-esteem

The two components of the Zurich “Fit”-Concept are likely to be met:

- Attachment and Social Acceptance
- Development and Learning

Examples from STEM:

- [Schwedt](#) (2009, IX): chemistry and German were equally popular subjects in grammar school → book about chemistry and literature as an unusual flirtation
- **Nobel laureate and developmental biologist Christiane Nüsslein-Volhard** (Kahl, 2006, 63) :
 - no turning point in her childhood that would have made her a Nobel laureate
 - parents not particularly educated in science
 - mother awakened interest in plants
 - good food on a farm sharpened senses for the natural, material world



Becoming a Nobel Laureate through leisure activities?!

Advantages:

- **positive perception by teachers** (when they become aware of it)
- **Admission to gifted programs** (through letters of recommendation from teachers)
- **Scholarships** (civic engagement usually a criterion)
- **Application for apprenticeship / job** (proof of previous knowledge and commitment)





Thank you for your attention!

Kerstin Brausewetter

European Talent Point

Brausewetter Institute for Talent
Development in Teaching and Learning

www.leben-mit-hochbegabung.de

Presentation is available
for free downloading at <https://www.leben-mit-hochbegabung.de/Vortraege/>

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