

## LACK OF SUPPORT FOR GIFTED CHILDREN IN KINDERGARTEN

**Maïke Klemme**

Graduate School, IIC University of Technology, Phnom Penh, CAMBODIA

Email: schule1976@web.de

### ABSTRACT

In psychology as well as in education, the topic of gifted education is regarded as "stepchildren". Only a few academics have dealt with this topic at all. Most of their research focuses on the development of identification and giftedness models, diagnostic instruments, causes of problems and the best possible support for the development of giftedness. The target group is predominantly highly gifted school children. Giftedness cannot be learned, it is genetically determined. As a result, support for highly gifted children should not only take place in the school sector, but already in early childhood. The literature on highly gifted young children is sheerly lacking. In this respect, no one is surprised that kindergartens, and explicitly kindergarten teachers, are poorly educated about giftedness. Giftedness does not feature in the training curricula of educators, but there is a focus on disabilities in young children. Just as impaired toddlers need targeted support, gifted children often need individual support. One could also speak of a "positive disability". In order to provide support for gifted children, educators need basic knowledge, resources, tools and methods. It is essential to identify giftedness so that educators do not feel insecure that it could be a developmental advantage. Furthermore, educators need to be made aware of possible problems that can arise when children are underchallenged. Furthermore, kindergarten concepts must not be disregarded, because not every concept is suitable for highly gifted children.

**Keywords:** Support for the highly gifted in kindergarten, kindergarten concepts, diagnostics, educator training.