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Curbing Challenges Encountered By Gifted Children In Learning With An Acceleration Approach

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ABSTRACT

Although gifted children are perceived as a group of learners who can excel in academics, they often face challenges while attending school. Addressing these challenges requires a multifaceted approach that includes appropriate syllabus differentiation, enrichment opportunities, social-emotional support, and understanding from teachers and peers. Creating a supportive and intellectually stimulating environment is essential for helping gifted children to reach their full potential. An accelerated approach was applied to a class of gifted children in a school holiday program that uses blended, differentiated and visualisation learning to support the gifted children and lessen their challenges in school. The Hope Scale, informal interviews/chats, and diaries have shown that the accelerated approach managed to curb the challenges the gifted children faced.

Index Terms—Blended Learning, Differentiated Learning, Gifted Children, Visualization Learning.

I. INTRODUCTION

Children who possess superior cognitive skills from birth are considered intellectually brilliant or gifted, and many are attentive observers of their surroundings. Developmental abilities acquired by gifted children are at least one-third earlier than by their same-aged peers, but some will acquire their first milestones at the same age as average learners but, after that, will progress more quickly than usual and achieve each subsequent milestone sooner [1]. Gifted children in academics demonstrate aptitude for or a track record of success in a particular subject, such as science, math, language arts, or social studies [2]. Giftedness either comes from nature (which comes from parents or grandparents) or nurture (which comes from daily interactions with people and environments) or can be both combinations [3].

Identifying gifted children can be done by screening with various intelligence tests or nominations by teachers with experience in teaching gifted children. The major individual tests are the Wechsler Intelligence Scale (WIS), among which the Wechsler Preschool and Primary Scale of Intelligence (WPPSI) is for children between ages three and seven years three months, and the Wechsler Intelligence Scale for Children (WISC) between six and sixteen years inclusive and for subjects over 16 are tested with the Wechsler Adult Intelligence Scale (WAIS) [4]. Another commonly used IQ test is the Stanford-Binet Intelligence Scale (SBIS), a verbal and performance task used to assess children's intelligence. School and College Ability Test (SCAT), an above-grade-level test which assesses math and verbal reasoning abilities among gifted children, Otis-Lennon School Ability Test (OLSAT), is a multiple choice test commonly used to identify gifted children into gifted schools and programs and Naglieri Nonverbal Ability Test (NNAT) is a nonverbal test that assesses general ability and is often used to identify gifted and talented children.

II. CHALLENGES IN LEARNING FACED BY GIFTED CHILDREN

Gifted children often face unique challenges in their learning journey, stemming from internal and external factors. Addressing these challenges requires a comprehensive approach that considers the individual needs of gifted children and provides them with appropriate academic, social, and emotional support. Gifted children may desire perfection, pressure from parents and teachers, envy, taunts, bullying and isolation from their peers can combine to produce challenges for their life [5].

A. Boredom at School

Most gifted children experience frustration due to their distinctive personalities, manifesting in behaviours that disrupt the learning process and display signs of boredom [6]. When gifted children are assigned assignments meant for average-ability children, they frequently become bored and unmotivated and may perform less than expected [7].

In a mixed ability classroom, gifted children become bored because they often must wait, as well as instructional and assignment waiting. Instructional waiting occurs when a gifted child is taught material they already know or can learn quickly, leading them to wait for their peers to catch up. Conversely, assignment waiting arises when a gifted child finishes their work ahead of schedule, leaving them waiting for others to complete their tasks [8].. In research done in Finnish primary schools towards bored gifted children, one of them said that they completed extra math assignments, but they were easy, implying that the assignments were just "more of the same" rather than more appropriately challenging [7], thus causing the gifted child to be bored. In the same research, some other gifted children felt that their teachers might not even be aware of when students are bored and unchallenged, and the teachers did not modify the difficulty of assignments that were too simple.

Boredom for gifted children occurs when the curriculum is too easy or is already known, where a definite need for more stimulating and challenging work is to be given, and the educators need to decide whether to provide enrichment materials to advance the gifted child in each subject area or to accelerate the gifted child in multiple subject areas [9]. To prevent boredom, ways should be identified to attract and interest gifted children in learning.

B. Social and Emotional Issues

Many studies have concluded that gifted children face social and emotional challenges in the classroom that impact their psychological health and emotional stability [15]. They frequently deal with interpersonal and intrapersonal disputes both within and outside of the classroom, have a propensity to withdraw and show little tolerance towards classmates, exhibit high levels of anxiety, struggle to accept criticism, and frequently feel melancholy in addition to depression [6], [16].

It can be distressing for gifted children to not fully grasp how and why they vary from their peers, even though they may be able to conceptualise such differences [17]. Gifted children frequently feel inadequate and unworthy of people around them when their peers reject them, which can lead to low self-esteem [18]. Research has indicated a correlation between giftedness and internalising issues, such as excessive regulation of emotions and conduct, anxiety, social disengagement, low self-worth, or excessive focus on perfection [19]. Developing communication and social skills with peers and teachers will assist in eliminating the social and emotional challenges.

C. Lack of Challenge

Gifted children often face a lack of challenge in regular classroom settings. To flourish, they require daily challenges in their area or areas of aptitude and require ongoing enrichment and challenges, as a lack of challenges has been demonstrated to have a detrimental effect on a gifted child's mood and cognitive abilities [11]. Many gifted children believe they are wasting their time in a classroom where they don't learn anything or that they could have learned much faster on their own or in a more advanced class, where the non-gifted children impede their progress and cognitive development, especially in the subjects where they are gifted in [12].

Suppose gifted children are not guided and given enough challenges and stimulation of the brain. In that case, many will become underachievers and/or drop out of school. Thus, it is critical to create programs that recognise the individuality of gifted children and support them in realising their full potential [13]. A lack of challenge causes underachievement, frustration, and even failure, which can lead to deep depression [14]. In order to prevent this from happening, ways to educate and enhance gifted children's knowledge should be investigated.

III. CURBING CHALLENGES IN LEARNING FOR GIFTED CHILDREN

To develop emotionally and socially stable gifted children, prevention and intervention programs, curriculum modifications, school environment adjustments, and teacher conduct are required [20]. Given the significant role that educators and counsellors play in schools or when teaching, it is suggested that modifications to the curriculum's instructional strategies be catered to, as well as training instructors in teaching gifted children conflict resolution and problem-solving skills [21].

A. Methodology

An approach was applied towards a group of 14 gifted children attending a camp. Before joining the camp, all the gifted children had undergone the same tests, namely UKM1 and UKM2 provided by PERMATA@PintarTM.

The methodology used in the approach is in ***Figure 1***. Firstly, the challenges from the literature review are identified, and a group of gifted children is observed beforehand. Next, recognising how to curb the challenges was determined, and the accelerated approach was then designed, with the framework of the ADDIE Model as the instructional design and blended, differentiated and visualisation learning as the learning approaches. Lastly, after applying the accelerated approach, measurement was done to determine if the approach succeeded.

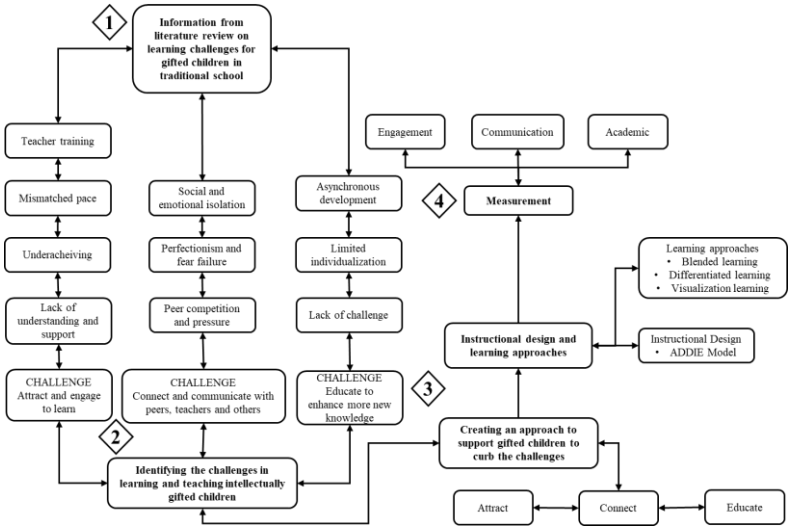

Figure 1*: Methodology applied towards the accelerated approach for gifted children*

Moving through the standard curriculum more quickly is known as academic acceleration, whereas studying subjects more deeply or exploring subjects not covered in the curriculum is known as enrichment. Numerous studies have confirmed that accelerated learning is effective for gifted children, while the effectiveness of enrichment programs is notably lower.Acceleration is one of the most economical yet contentious ways to introduce more challenges to the learning of gifted children [22]. In a ten-year follow-up study, 71% of high-ability gifted children who had experienced acceleration reported satisfaction with their experience, while the majority of the remaining participants expressed dissatisfaction [23]Furthermore, accelerated gifted children showed better progress both personally and socially in comparison to slight difficulties faced by gifted children who were not in accelerated programs [24]

The ages of the gifted children in the class were 11-12 years old, and the accelerated topics in chemistry taught were meant for school children aged 15-16 years. The topics for acceleration are adapted from the syllabus from IGCSE (International General Certificate of Secondary Education) O Level Cambridge and SPM (Sijil Pelajaran Malaysia).

Trained teachers in gifted learning with experience and encounters with them are the teachers teaching the accelerated approach. To spark the creativity of gifted children in learning, activities that provide fresh challenges for them need to be planned with aims and objectives as they require innovative teaching and fresh discoveries, and repetition of the same exercises in class should be avoided, where it depends on the stimulation and training of the teaching staff in the classroom [25]. The teachers should be approachable and friendly and are skilled at explaining concepts, providing helpful examples, and facilitating a conducive learning environment [26].
In the school holiday camp class, the accelerated learning approach applied as per the methodology in ***Figure 1*** is listed below:

1) Blended Learning

Blended learning is a concept that includes framing teaching and learning processes to incorporate both face-to-face teaching and teaching supported by ICT (Information & Communication Technology) as it incorporates direct instruction, indirect instruction, collaborative teaching, individualised computer-assisted that includes both the supported teaching-learning process and the traditional teaching-learning process [27].
The face-to-face blended learning application incorporates music and videos, online simulation and games, and hands-on activities with classroom lessons designed to pique gifted children's interest. In the approach, the activities and exercises helped the gifted children visualise and fully comprehend the accelerated topics. In blended learning, gifted children are taught accelerated topics and social skills by asking them to work in teams and divide the burden with their peers. All of them were given certain tasks intended to be performed

in groups and presented in groups, where cooperation was required. To strengthen their thinking and communication skills and their ability to listen and interact with others in society, some other activities require gifted children to share their decisions and opinions with other groups. The groups are randomly selected using a number generator for every team activity, ensuring that the gifted children are never placed in the same group twice.

2) Differentiated Learning

Children with high potential for cognitive and intellectual skills will require instructional strategies supporting skill development and maintenance. Differentiation is to teach effectively; it is necessary to develop teaching materials and assessment tools that will enable all students in the same classroom to learn, regardless of ability differences, to enable all students in the diverse classroom community of learners to have a variety of avenues for understanding new information, in terms of acquiring content or processing, constructing, or making sense of ideas [28].

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In the class provided, three qualified teachers are present: one teaches the subject while the other two observe the students, particularly noting if any gifted children are struggling with the material or if they already know the content and become easily distracted. Only a small number were found to exhibit these behaviors; they are grouped and taught differently to provide more individualised support. One example is during the topic of the periodic table, where about 6 of the gifted children seemed to understand and had memorised a few of the elements and started to show signs of boredom by not listening to the teacher's teaching, and 2 of them were playing around. One teacher gathered them at one end of the class and gave them some riddles related to the periodic table to solve. The other gifted children could learn without distraction from the teacher's teaching, and the group that already knew about what was taught was given a different task that was challenging to stimulate their minds and stop the boredom of repetition of learning the same topic. Differentiation recognises that students have a range of learning profiles, including varying learning styles, speeds, and abilities.

3) Visualisation Learning

Visualisation learning as a teaching form positively influences the development of critical thinking in gifted children, as visualisation is an important component of understanding, and critical thinking determines the quality of understanding [29]. According to research, science teachers need to look for appropriate visualisation objects and activities that suit every context, instructional goal, and student in the science classroom, as visualisation plays a significant role in science teaching and learning [30].
All the PowerPoint presentations in the class are colourful, and most are cartoon-type images. The books used are flap books that are not only cartoon-based, but the students can lift the flaps to get information on certain topics. The gifted children encountered hands-on activities related to scientific concepts, which helped them to visualise more clearly. One example is where the students performed an experiment and observation to understand the state of matter and their atoms filling the space they are occupying. The gifted children filled one beaker with water and one with marbles. Observations will be needed, and they will be asked to compare the space that the water and the marbles fill up. When they notice that the marble does not fill up all the space, they will be asked to fill the marble-filled beaker with water and explain the observation. This activity helped the learners visualise how different states of matter can fill spaces as they have different arrangements towards their atoms.

IV. RESULTS

In reviewing the accelerated learning approach to help curb the challenges, quantitative and qualitative data were collected. By utilising both quantitative and qualitative data collection methods, a comprehensive understanding of the effectiveness of the accelerated learning approach could be seen, and challenges and obstacles can be identified for further improvements.

A. Quantitative Data

1) Hope Scale

Children's Hope Scale is a six-item self-report instrument designed to measure children's self-report of hope in regard to goal achievement. In one of the most impactful papers ever written on hope, researchers found that students scoring high in hope had a higher standing in academics, demonstrated better athletic ability, and even showed better physical health. On the other hand, low levels of hope predict a higher association with problems in goal attainment and increased negative affect. This may imply that hope either acts as a psychological resource, on the one hand, or translates into tangible benefit [30].In its current form, the Hope Scale will give educators and researchers a straightforward, psychometrically sound tool to aid in the

identification of underrepresented gifted children in need of gifted education resources, where higher percentages in the Hope Scale equates to positive outcomes towards better performance in gifted children [31].

Table 1 lists the questions for the Hope scale and Figure 2 summarises the frequency of answers by the gifted children attending the accelerated class.

After applying the accelerated learning approach with blended, differentiated and visualisation learning, the gifted children's hope was measured with the Hope Scale. The results can be seen in Figure 1, with a scale of 1=None of the time, 2=A little of the time, 3=Some of the time, 4= A lot of the time, 5=Most of the time and 6= all the time. The numbers in the bars of Figure 1 represent the frequency of occurrence of the different scale values for the six questions.

Table 1: Hope scale questions and mean for gifted children attending an accelerated class.

Questions	Statements-Hope Scale	N	Mean
Q1	I am doing well.	14	5.00
Q2	I can think of many ways to get the things in life that are most important to me.	14	4.64
Q3	I am doing as well as other kids my age.	14	5.43
Q4	When I have a problem, I can produce lots of ways to solve it.	14	4.14
Q5	I think the things I have done will help me in the future.	14	5.36
Q6	Evan, when others want to quit, I know that I can find ways to solve the problems.	14	4.71

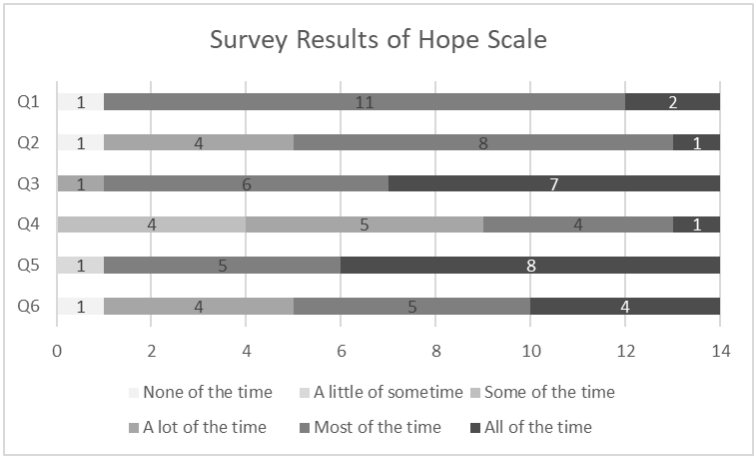

Figure 2*: Hope scale results for gifted* children attending an accelerated class.

In ***Figure 3***, the mean as a number (on a scale of 0-6) and as a percentage from the Hope Scale were calculated for each of the gifted children. The mean ranges between 4 to 5 for all the gifted children except one gifted child, who has a low mean of around 2 for the Hope Scale, corresponding to the statement 'A little of the time'. The percentage marks are above 75% for all the gifted children except the particularly gifted child who has less hope for what he wants, as he is very cautious of his command of English and is shy. However, in the class, from observations of the researcher, the gifted child has improved, which is reflected in his post-test, but the child would need more support to heighten his self-confidence so that the child's hope could be more towards himself.

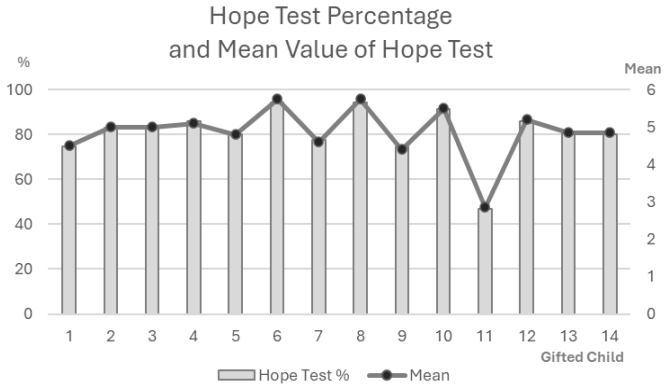

Figure 3*: Hope scale percentage and mean for gifted children attending an accelerated class.*

On average, for the six questions or statements given to the gifted children in the class, the mean ranged between 4 and 5. The average statement that gifted children encounter 'A lot of the time' is they think that they can think of many ways to get the things in life that are most important to them, and if they have a problem, they can come up with lots of ways to solve it, and they think that even if others want to quit, they will try to find ways to solve the problems. On a scale of 5 that corresponds to 'Most of the time', on average, the gifted children think that they are doing well and doing as well as other kids their age, and they do realise that some things they have done in the past will help them in the future.
The results state that the gifted children attending the accelerated class perceived the ability to achieve goals and overcome obstacles while being positive, which, in this case, curbing the challenges the gifted children face in learning.

B. Qualitative Data

The qualitative data were acquired from the gifted children's diaries and informal chats or interviews with them during activities or while on breaks. In this section, the diary and informal chats or interviews have been grouped into themes, sub-themes, codes, and sub-codes, as in ***Table 2***. The diary information was taken after the classes finished, and the informal interviews or chats were done during the last three days of class. The codes and sub-codes associated with it are also used to define the categories further. However, some of the codes do not have subcodes and observations, comparison and analysis are involved for these categories.
The involved sub-codes are chosen to extract the sub-codes for the qualitative data. For example, for teacher training, the sub-codes 'Teacher', 'Fun' and 'Learn' are searched in the sentences captured during the informal interviews or in the diaries. The sub-code of 'Teacher' with either 'Fun' or 'Learn' in the diaries and chats indicates that the gifted children have had a positive and beneficial experience in the classroom because of the teacher's influence and teaching style. The gifted children were approached informally during an activity, and chats were held about how they felt about the teachers in the class. As for the diary given to the gifted children, they wrote privately about the classes.

Table 2: Theme, sub-themes, and code

Theme	Sub Themes	Codes	Sub Codes
Learning challenges faced by gifted children in traditional schools	Attract and engage gifted children to learn	Teacher training	• Teacher • Fun • Learn
		Mismatched pace	• I know • Repeat • Textbook
		Underachieving	• Boring • Bored • New topics • Have not been learned • Not taught
		Lack of understanding or support	No sub-code. Sentences suggest the gifted child is not getting support or others do not understand them.
	Connect and communicate with peers, teachers, and others	Social and emotional isolation	No sub-code. Comparison of peer/friend relationships at school and in the accelerated class
		Perfectionism and fear of failure	• Good grades • Good marks • High score • Getting A • Number 1
		Peer competition and pressure	No sub-code. Observation of competitiveness during

Theme	Sub Themes	Codes	Sub Codes
			activities and learning.
	Educate and enhance more new knowledge.	Asynchronous development	• Can not connect • Do not understand • Understand
		Limited individualisation	• Learn • Learned • Learning
		Lack of challenge	Lack of challenges: • Know • Easy • Testbook When challenged: • Learn • Learned • Learning

Some examples from the informal interview, chat, and diary are listed here. The bold words are the sub-codes for the codes and themes that assist with further categorising the challenges gifted children encounter in learning. 'In this class' or 'in class' refers to the school holiday class the gifted children were accelerated in, and 'school' or 'in my school' refers to the school the gifted children attended without any acceleration class.

1) Teacher Training

- I **learned** about molecules, and I made different bonds. **Teachers** taught me a lot about it.
- I go to class and **learn** elements which I do not know. **The teachers** helped me a lot, and the classes were **fun**.
- **Teachers** help me when I do not understand a question or how to complete it. They are kind enough to translate some of the information that I could not understand into English for me in Bahasa Malaysia, even if others understand it.
- I have a problem eating rice and other food, and I only eat nuggets and fried chicken. The **teachers** helped me and made me feel less shy about my eating problem. **Teachers** taught me new things to **learn.**

2) Mismatched Pace

- They keep teaching things I already know in school**,** and I think of other things if the teacher **repeats** what was taught. At least now, I am learning something new in class.
- Many subjects are easy in school, and I can answer many of the questions, but a lot is **repeated** as **I know** it already. Now, I am learning new topics in class that I will share with my family.
- In school, the teacher teaches from the **textbook,** and if questions are being asked that are not in the **textbook**, sometimes they are not being answered. If the teacher teaches things **I know** and repeats them, I think about them or do other things.
- In school, the teacher uses textbooks only, and they keep repeating what they teach. This makes me do other things in class as **I know** what is being taught. I learned more in this class than in school.

3) Underachieving

- Nobody was **bored** in class, and we did not use boring textbooks only. **New topics** and activities were taught, which I had never learned before!
- **Boring** classes are not here. The classes are full of activities I have **not learned** before.
- No more **boring,** repetitive classes that are reading the textbook. Loads of **new topics** that have not been learned.
- Classes are not **boring** compared to classes at school. The class has topics that **have not been learned**.

4) Lack of Understanding or Support

- My friends in the class wanted to learn, but it was always noisy in school, especially when they went to the computer lab. Teachers and Madam (researcher) could answer and help me with many questions, but at school, it is always possible that this is not in the textbook.
- My new class friends understood what I discussed and shared the same interests, and it is fine to want to know more. Others do not like talking about what we learned outside of class in school, but now I can do it. Nobody looks down at me, teases me, or says bad things.

- In my school, the teacher teaches from the textbook, and if questions are being asked that are not in the textbook, they are sometimes not being answered. In my class now, I can ask anything, and the teacher helps to explain and, at times, even searches for the answer with me!
- In my class at school, some of my classmates want to play, and they do not want to learn, but I want to learn.

5) Social and Emotional Isolation

- I have a group of friends at my school, but not all of them are good **friends**. I have **no friends to do more than what I learn in school**.
  In this class, Everybody can be **friends** in the class and in the block where I stayed. **All the friends do not mind trying the activities given, and some are fine to do more than what was asked**.
- At my school, Sometimes **friends think I only go to school to learn,** but I like to finish all my work and read. Sometimes, not all **friends** can be **friends** with me because they think being cool is more important.

In this class, my classmates are nice, and everybody always cooperates to finish any work given. I love to talk to them as **nobody smirks at me when I ask about things that have been learned, not during class time**. I found **friends** who have the same interest as me in gaming, and they also like to learn!

6) Perfectionism and Fear of Failure

- I try to work and study hard for good grades, and I want to learn everything to be the best in school.
- I would like to have good grades and lots of A**s**. I work hard to complete all my homework and assignments to be the best.
- I like to finish my work early to know I understand what the teachers teach. I always aim to get **good marks**, and I liked it when I got **number 1** in class.
- I try to get **many A's** so I can be **number 1**. Knowing what the teacher taught me is important, as I do not want to be left out. I complete all my homework and always try to be ready to learn.

7) Peer Competition and Pressure

- The task of creating different bonds from gummy candy was to create three simple chemical bonds with the gummy candy, such as water and methane, and double bonds, as in oxygen.
- One gifted child asked if they could create a different type of chemical bond in a single bond and asked a teacher to help. After the gifted child finished, the other gifted children also wanted to make different bonds that were more complicated than those in the activity.
- They started comparing their work with each other and tried to be the best, so the peer pressure among them escalated. This also fits in the sub-code of good grades or good marks or high scores from the perfectionism and fear of failure code, where they want to be the best among the best.

8) Asynchronous Development

- My friends in school think that too much learning is something that nerds do. Many of them do not want to learn more than what the teacher teaches, and they tend to ignore or leave me if I start to discuss how to code about what we learn in class. I cannot **connect** with others, and they do not understand what I do most of the time.
- I feel that some of my friends at school **do not understand** me when it comes to learning. I can play and run around with them, but sometimes, I do not think I can get along with learning or doing group work at school.
- My classmates at school play with me during recess but do not want to learn additional topics that were learnt. I feel they **cannot connect** with me, and it is because they **do not understand** that learning can be fun.
- I feel that some of my friends at school **do not understand** me when it comes to learning. I can play and run around with them, but sometimes, I do not think I can get along with learning or doing group work at school.

9) Limited Individualisation

- In the class, I thought I already knew everything. I am **learning** topics for Form 4 and Form 5 students. I usually understand what the teacher is teaching, and the teachers do not mind doing my activities first if I already understand what needs to be done. Sometimes, the teachers also gave me hints on more advanced topics so that I could read further.
- I have a problem understanding English, and the teachers always have time for me. Teachers translate what is taught so I can understand and **learn** what my other friends are **learning** simultaneously.
- If I do not understand what is being said in English, teachers always know and will help me translate. I **learned** many things that I did not know.

- I **learned** a lot compared to school. Teachers in class are fine if I ask something they do not teach or have in the PowerPoint notes. The teachers will always try to find or teach me the answer.

10) Perfectionism and Fear of Failure

- School can be **easy** for me, especially mathematics and science. I like to learn it, but sometimes, when I go to school, I am not excited to learn anymore. I like to play around as I am bored.
  I had some problems completing my activities in the class I was attending, but the teachers helped me. My friends beside me also helped, and I **learned** a lot. Learning many things was hard at first, but after I did the activities, I could understand, and I was surprised I could understand advanced topics.
- I learn in school, but sometimes I know something not in the textbook but related to the topics that the teacher teaches. I must do lots of homework, but it is not as hard as I **know** it, and it bores me, and sometimes, I do not do it.

In the class, I have heard of atoms of molecules, but **learning** the state of matter and when we did the simulation had me thinking about the different ways when pressure and temperature are combined. At first, doing the chemical bond was hard, but as the teachers taught us the periodic table and how to correlate it, it became much easier with all the online games and molecule models.

V. CONCLUSION AND FUTURE WORKS

The accelerated approach was implemented over a two-week period, and there was noticeable improvement in the knowledge levels of the gifted children who participated in the class. Quantitative analysis using the Hope Scale indicated that these children exhibited high levels of hope. and happiness and gained both knowledge and emotional stability and contentment. The comments from the qualitative analysis of informal interviews and diaries indicate positive experiences with the accelerated learning approach. They reflect the effectiveness of the approach in meeting the needs of learners.

The approach has resonated well with the gifted children in the accelerated class and has resulted in a beneficial educational experience. Tailoring teaching methods to meet the needs of gifted children is crucial in fostering their intellectual growth and maximising their potential.

For future research, the accelerated approach should be applied to other subjects and topics to be learned at school, with a trained teacher in groups of gifted children with the same level of understanding to help them accelerate and thrive in their academic lives.

There should be advocacy to raise awareness about the needs of gifted children among parents, educators, and policymakers. Advocating for the inclusion of gifted education programs and resources in schools while engaging with teachers and school administrators to discuss the specific needs of gifted children.

Education ministry and policymakers should help create policies to support gifted children and give them the right to accelerate as much as possible with the proper arrangement that includes IQ, EQ, and psychological support. They should contact experts and researchers, educators, or professionals who specialise in gifted education to seek advice and guidance and explore international resources and research on gifted education that could still be relevant and useful.
Engaging with organisations, connecting with non-profit organisations or associations that focus on supporting gifted children and collaborating with them for support and initiatives in offering advice and resources towards gifted children's education in Malaysia.
By taking proactive steps and working together, it is possible to increase the support available to gifted children in Malaysia and ensure they receive the education and opportunities they deserve.

VI. ACKNOWLEDGEMENT

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