

GIFTED EDUCATION IN SCHOOL: CREATIVITY, OPPORTUNITIES AND NEW EDUCATIONAL STRATEGIES FOR LEARNING

LA GIFTED EDUCATION NELLA SCUOLA: CREATIVITÀ, OPPORTUNITÀ E NUOVE STRATEGIE EDUCATIVE PER L'APPRENDIMENTO



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ABSTRACT

Schools must promote the inclusion of all students, including gifted learners, by moving beyond psychometric evaluation alone and embracing a pedagogical perspective. It is essential to foster creativity and critical thinking—often neglected—by focusing on the entire learning process. Identifying gifted students is complex and should consider not only their cognitive potential but also any signs of psychological or social distress. This experimental project, based on Renzulli and Reis's *Schoolwide Enrichment Model* and Pfeiffer's *Tripartite Model of Giftedness*, proposes the integration of motor and creative activities for the entire class. The main goal is to train teachers to enable early identification of high-potential children (including through Torrance's *Thinking Creatively in Action and Movement* test), to implement personalized interventions, and to promote resilience. The ultimate objective is to equip society with innovation and originality. The pilot study—coordinated by UNICAS—will take place during the 2025–2026 school year in preschools and primary schools in the Cassino area.

Schools must promote the inclusion of all students, including gifted learners, by moving beyond psychometric evaluation alone and embracing a pedagogical perspective. It is essential to foster creativity and critical thinking—often neglected—by focusing on the entire learning process. Identifying gifted students is complex and should consider not only their cognitive potential but also any signs of psychological or social distress. This experimental project, based on Renzulli and Reis's *Schoolwide Enrichment Model* and Pfeiffer's *Tripartite Model of Giftedness*, proposes the integration of motor and creative activities for the entire class. The main goal is to train teachers to enable early identification of high-potential children (including through Torrance's *Thinking Creatively in Action and Movement* test), to implement personalized interventions, and to promote resilience. The ultimate objective is to equip society with innovation and originality. The pilot study—coordinated by UNICAS—will take place during the 2025–2026 school year in preschools and primary schools in the Cassino area.

KEYWORDS

Gifted education, creativity, school
Gifted education, creatività, scuola

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Introduction

School, as the primary educational environment after the family, has the responsibility to foster the growth of every student and to meet the innate need for inclusion found in all human beings. This must also apply to gifted students, who have often been assessed solely through a psychometric lens. It is therefore necessary to promote greater awareness within schools regarding the specific issues related to this type of student, in order to identify and address them while respecting each individual's cognitive functioning. No longer should giftedness be viewed only from a psychological perspective, but also through a pedagogical lens, as pedagogy forms the basis of educational, didactic, and formative practices within both schools and society. Based on the studies of Renzulli and Reis, as reported by L. Milan, it is possible to outline a descriptive model of gifted education that promotes the educational and social well-being of every student. However, in the school environment, the expectations of parents and teachers generally focus on academic performance and learning, often considered the sole objectives of education. This perception is only partially true, since the teaching/learning process is complex and also includes a creative component, capable of stimulating the student's critical and divergent thinking. Unfortunately, this creative aspect is often undervalued by adults. By focusing primarily on outcomes rather than on the full learning journey, adults risk distracting students from their genuine interests and, unintentionally, suppressing their creativity. Yet, the student, naturally curious about the surrounding world, often wishes to express their creativity—an opportunity not always granted. Adults sometimes forget or fail to fully appreciate the connection between creativity and learning. Gifted individuals are considered as such due to both genetic predispositions and acquired factors developed through learning. In general, high-potential individuals are curious about the world, passionate about knowledge, eager to learn, and keen to engage with change. They are, in essence, people with diverse interests and pronounced creativity. For this reason, identifying a gifted individual is not simple. Reference indicators include empowerment, cognitive potential, creativity, critical thinking, dual exceptionality, as well as discomfort experienced both at school and within the family—issues that may lead to academic and social problems, demotivation, and even school dropout. This research establishes the theoretical foundation for a pilot project based on the Schoolwide Enrichment Model and the Tripartite Model of Giftedness, both integrated with a strategy involving physical and creative activities considered as transversal components of learning. This integrated approach, inspired by the aforementioned models, is designed not only for gifted students but for the entire

class. The 'motor and creative activities' are carried out according to the students' interests and are structured into pedagogical and psychological phases. Each phase includes an analysis to identify the most appropriate activities, particularly within laboratory settings, and especially for children in preschool and the first year of primary school. The project is based on the following hypothesis: properly trained teachers—guided by psychologists and experts in the field of giftedness—will be able to identify gifted students at an early stage. This constitutes the general objective of the project, with expected outcomes including: early identification of children with high cognitive potential (also using Torrance's *Thinking Creatively in Action and Movement* test); implementation of targeted and personalized interventions; and development of resilience in students. The innovative strategy adopted is based on the relationship between physical activity and creativity, with the goal of promoting inclusion for gifted students within a psycho-pedagogical framework. The pilot implementation will take place in the 2025–2026 academic year and will be proposed to selected comprehensive schools—at the preschool and primary levels—located in the area served by the University of Cassino and Southern Lazio.

1. Gifted Education or the Schoolwide Enrichment Model and Its Purpose

Contemporary educational practices regarding gifted education are predominantly influenced by psychological assessment. This limited perspective risks overlooking the talents and potential present in many students. For this reason, it is essential to raise awareness and provide training to teachers so that they may recognize the possible presence of gifted or potentially gifted students in any class.

To this end, a pilot project has been developed, inspired by Renzulli's *Schoolwide Enrichment Model* and Pfeiffer's *Tripartite Model of Giftedness*, as presented respectively by Milan and Renati. These are enriched with two innovative elements: a pedagogical interpretation of giftedness and the integration of both models with physical and creative activities.

Before describing the project in detail, it is necessary to define the concept and aim of gifted education.

The purpose of gifted education is to promote and foster self-actualization among students at all school levels. In doing so, society may benefit from an increase in the number of individuals capable of “solving the problems of contemporary civilization” because they are “producers of knowledge and art rather than consumers of existing information” (Milan, 2022, p.16). The objective of high-potential education is to promote and facilitate educational actions aimed at

“developing the positive potential of individuals and their contexts, in order to foster a state of well-being” (Seligman & Csikszentmihalyi, in Renati & Pfeiffer, 2018, p.7).

Thus, educational planning should be specifically tailored to the learning methods of gifted students, yet still be inclusive for all learners. The ultimate goal is to ensure that no student is left behind.

To implement a teaching and learning program appropriate for gifted education, a sound methodology is required. This should include three key strategies: *differentiation*, *acceleration*, and *enrichment* (Milan, 2022, p.17).

- *Differentiation*, as proposed by C.A. Tomlinson, involves designing instructional activities that satisfy the educational and formative needs of each student, either through individualized or personalized approaches. Differentiation can apply to the content, the learning process, the final product, and classroom organization or management. The aim is to ensure that each student actively participates in learning according to their own educational needs.
- *Acceleration* allows students to progress at a pace different from that of their peers, adapting both the level and complexity of instruction to their skills and capacities, thereby enhancing academic achievement and performance. In general, acceleration is expected to improve students’ attention and concentration.
- *Enrichment*, as described by Milan, refers to offering students—particularly gifted ones—opportunities to deepen and expand their learning.

Both acceleration and enrichment contribute to the development of creativity and its associated thought processes. Therefore, a highly stimulating methodological model could be built on the combination of these three elements, referred to collectively by Milan as the *Schoolwide Enrichment Model* (Milan, 2022, p.19).

This model, when applied to entire classrooms in which at least one gifted student has been identified, offers equal opportunities to all students, fostering support and growth, and promoting the greatest possible degree of autonomy. The Schoolwide Enrichment Model is not limited to identifying gifted individuals, but also captures the broader concept of giftedness, which might otherwise remain unnoticed.

As such, it enhances learning for all students and promotes inclusion. Its successful implementation depends on continuity, broad participation, and appropriate adaptation to different school levels.

2. Gifted Education or Giftedness Education for all?

The Schoolwide Enrichment Model enables support for all students: it allows gifted students to excel, helps underachieving gifted learners to recover and express their potential, and fosters growth for twice-exceptional students (Milan, 2022). This model “is effective in serving students with advanced abilities across a variety of educational settings and in schools serving diverse ethnic and socioeconomic populations” (Milan, 2022, p.22).

The social benefit of identifying gifted students lies in the potential to discover essential and creative resources capable of providing innovative and original responses to the challenges that humanity will inevitably face in the near future. Therefore, the school must adopt educational models that promote inclusion, but more importantly, creativity, critical thinking, and problem-solving skills—especially in light of the growing complexity of civil society.

To implement the key actions of gifted education, it is crucial to focus on the identification, evaluation, and development of the specific abilities of gifted individuals. In contrast, giftedness education emphasizes the identification, evaluation, and development of an individual’s talents or cognitive potential, considering their full range of capacities and functioning.

It is important to note that gifted education typically applies to approximately 2% of students, while giftedness education expands this percentage considerably (Milan, 2022). This highlights the need to implement specific training pathways for teachers—supported by experts—focused on identifying, evaluating, and nurturing talent through targeted instructional strategies.

High-performing individuals can be recognized by their demonstrated abilities or potential in a structured domain of activity—often defined by its own symbolic system—and/or by specific sensorimotor skills (National Association for Gifted Children, in Gubbins in Milan, 2022, p.32). Depending on their age, individuals exhibit a range of performances that may serve as indicators of their cognitive potential. In children, for example, the speed at which they learn compared to their peers may suggest giftedness. As children grow older, other signs emerge, such as outstanding achievements, excellence in specific areas or disciplines, and superior capacities in intellectual, social, physiological, perceptual, or creative domains.

The development and expression of personal talent are significantly influenced by environmental factors and favorable conditions that allow such talent to emerge (Gagné, in Gubbins in Milan, 2022). As such, an educational system that fails to pay attention to natural talents and predispositions risks depriving society of

opportunities for renewal through innovative ideas and tools generated by individuals educated within a giftedness framework.

The immediate consequence of neglecting talent often stems from the rigid mindset of adults, who fail to recognize the vital role of stimulation in the holistic development of students' personalities, intelligence, and creativity—including physical development.

In general, it is crucial for schools to commit to identifying and nurturing students' talents. If not, the superior abilities of certain students may remain hidden and underdeveloped (Gubbins, in Milan, 2022). Therefore, it is essential that adults identify the key characteristics of gifted individuals in order to foster their engagement and offer them opportunities for cognitive growth and learning. This pathway may also include practical activities—such as physical movement, technical skills, and access to cultural resources.

3. Creativity and Opportunities for New Learning Strategies

Gifted individuals are likely to be so due to both genetic predispositions and environmental factors acquired through learning (Antonietti, 2021). Generally, students with high cognitive potential exhibit strong curiosity toward their surroundings, a passion for knowledge, and a profound desire to learn and engage with change—even on a societal level. They are often multifaceted individuals with wide-ranging interests and a marked sense of creativity.

“Creativity cannot be separated from the cultural background to which one belongs, both inherited from previous generations and acquired on a personal basis” (Antonietti, 2021, p.182). Creative activity results from a combination of cultural and environmental factors—such as the context in which the individual operates—and personal ones, such as self-directed learning. Thus, in gifted individuals, creativity represents an opportunity to manifest itself through art, innovation, and originality.

Any product arising from a human creative act is the outcome of the relationship between the creative individual and the society that recognizes and evaluates that action. To be considered a driver of change or originality, the individual must be able to contextualize their innovation within the existing status quo and promote it as a transformative contribution. Placing the creative product in space and time is crucial, as creativity evolves and “produces a variation that is selected by the environment (space),” which may have effects in future periods (time) (Antonietti, 2021, p.184).

In today's society, creativity should be regarded as a vital and irreplaceable opportunity. The institution most responsible for nurturing creativity is the family, which is often the first to recognize traits such as risk-taking, an interest in complex ideas, a search for depth, and aesthetic sensitivity. These personality traits are often characteristic of gifted individuals, who do not share the same behavioral or temperamental features.

As Csikszentmihalyi states:

"The creative person is not marked by a single personality trait but is capable of operating across the entire spectrum of personality dimensions: they are introverted and extroverted... sensitive and insensitive, masculine and feminine depending on the context; the creative person is insatiably curious and feels dissatisfaction with what the current situation offers" (Csikszentmihalyi, in Antonietti, 2022, p.125).

The key to identifying new and effective learning strategies for gifted students lies in accurately detecting their most advanced potentials compared to their peers. If not intellectually challenged, students with high cognitive potential "may develop deep disinterest and become demotivated in regard to learning" (Renati & Pfeiffer, 2018). A lack of motivation can lead to a disconnect between school and real life.

The gifted student is, ultimately, a complex individual who must be supported to promote their well-being. It is essential to remember that in helping students cope with stressful or difficult situations, adults must also foster resilience to ensure successful adaptation.

"Caring for resilience means recognizing the uniqueness of each developmental path and the complex interdependence between risk and protective factors... personal or contextual variables that can influence the developmental trajectory, either positively or negatively. Exposure to risk factors increases individual vulnerability, whereas protective factors serve as mediators that can mitigate the negative effects of stressors or adverse/traumatic conditions" (Renati & Pfeiffer, 2018, p.7).

In gifted individuals, the conditions described above occur more frequently, making it essential to ensure balance between risk and protective factors—starting with early identification of high-potential learners.

4. School and giftedness education

The education of high-potential students is often primarily associated with psychological or psychometric assessment. However, in schools and educational

settings, such an approach is not fully justified, given the complexity of the developmental pathways of gifted individuals.

In school environments, learning is frequently viewed as the central goal of education. Yet, every learning process—both for teachers and students—includes a creative component, which is often neglected or undervalued by adults. The child, naturally inclined to explore and understand the world, is not always given the opportunity to freely express their creativity, because teachers may fail to appreciate it or understand the value of its relationship to learning. This stems from the mistaken belief—unsupported by scientific evidence—that logic and creativity are mutually exclusive.

On the contrary, in evolving contexts, the individual is capable of identifying new solutions and adapting functionally to their environment. This ability transcends the presumed dichotomy between logic and creativity.

“The discussion surrounding the relationship between creativity and intelligence has also led to the consideration of the connection between creativity and intellectual giftedness—a trait not defined by a single exceptional quality (such as above-average intelligence), but by an extraordinary integration of multiple characteristics that allow for exceptional performance and outcomes” (Antonietti, 2021, p.120).

In the classroom, teachers must recognize that each student possesses a personal cognitive style—a set of strategies that allows them to achieve goals or solve problems. These styles guide how each student approaches situations and identifies solutions in different ways and at different times. Within this process, the teacher’s role is fundamental, especially for young children, as it shapes behavior through communication styles and instructional choices.

If a teacher fails to establish a welcoming relationship with the student, this can negatively impact the child’s academic engagement, leading to disinterest and demotivation. Therefore, the educator should favor an authoritative, not authoritarian, relationship with the class.

“The ways in which an educator guides the student through learning and activates cognitive strategies can either open up curiosity and the joy of exploring unconventional, adventurous paths of thought—or, conversely, restrict thinking to familiar patterns that offer quick, safe results through the repetition of tried and tested procedures” (Antonietti, 2021, p.185).

When confronted with new learning, a child encouraged to ask questions and provide answers—regardless of their accuracy—will feel motivated to engage with and internalize the rules and norms being taught. The teacher must also remain attentive to the emotional and environmental climate of the school: an

authoritarian atmosphere stifles initiative and creativity, while an authoritative one fosters it, encouraging student responsibility.

Thus, a teacher's educational style can either enhance or hinder the effectiveness of learning activities and influence student success or failure. It is indeed difficult to identify students who possess exceptional talent, creativity, or ability above the average. However, the criteria for identification go beyond the evaluation of gifted empowerment or present potential. They also include creativity, critical thinking, dual exceptionality, the potential for grade-skipping, or access to specialized educational resources.

Equally important are the difficulties and discomfort experienced by gifted students, both at school and at home, which may lead to academic and social problems, loss of motivation, and, in some cases, school dropout (Renati & Pfeiffer, 2018; De Santis, 2019). For this reason, schools must commit to the early identification of talented students or those with above-average potential in order to design targeted interventions and activities suited to their specific educational needs.

The risk of failing to identify gifted students is especially high during transitions between school levels: entering preschool, transitioning to primary school, then to lower and upper secondary school, and finally university. These transition phases often require major adaptation and may result in the loss of curiosity, interest, and motivation for learning, sometimes leading to disengagement or inappropriate social behavior.

In general, teachers should keep in mind some common characteristics of gifted students: heightened sensitivity to external stimuli, tendency to challenge rules, high levels of activity—including motor activity—difficulty adapting to change, and intellectual excitability. It is essential to design targeted interventions that meet the needs of gifted learners. To this end, professional development programs for adults—led by experts—should be organized to support the implementation of giftedness education within individual classrooms.

5. Giftedness education and psycho-pedagogical perspective: the strategy of motor and creative activity

Based on the discussions presented so far, it is essential to acknowledge that educational models—regardless of their nature—should serve as guiding frameworks that must be adapted to the specific needs of students. No educational proposal, whether new or established, can guarantee universal success or validity,

since students' circumstances, contexts, and personal experiences vary significantly.

In the first part of this work, Renzulli and Reis's *Schoolwide Enrichment Model* (as described by Milan) was briefly introduced. However, it is not the only model available. There is also the *Tripartite Model of Giftedness* by Pfeiffer, presented by R. Renati.

Pfeiffer does not reject the distinctiveness of the various models found in the literature. Instead, he proposes a common foundation by outlining general guidelines for identifying gifted students in school contexts (Renati & Pfeiffer, 2018, p.9). According to this model, the forms of gifted potential to be considered include: *intellectual ability*, *exceptional performance*, and *potential for excellence*. These components define levels of potential ranging from mild, to moderate, to high, and even exceptional.

In the *intellectual ability* cluster, contextual, developmental, and personal choice factors are not deemed relevant. Consequently, an individual identified as gifted within this domain will always carry that definition.

The second cluster, *exceptional performance*, includes academic achievements and learning outcomes, as well as aptitudes, competencies, personality, creativity, motivation, persistence, and passion.

The third cluster, *potential for excellence*, refers to individuals who possess a gifted potential that has not yet been expressed—often due to familial, cultural, or socioeconomic disadvantages that prevent them from demonstrating or affirming it (Renati & Pfeiffer, 2018).

Comparing the two models, particularly in terms of identifying giftedness or high potential, the *Schoolwide Enrichment Model* (as expanded by Milan) includes five phases:

1. *Training for adults*, on a voluntary basis, to present and explain the concept of giftedness and the enrichment model;
2. *Formation of a working team* responsible for identifying and cultivating students' interests;
3. *Identification of students' interests*, with the support of experts;
4. *Design of creative educational activities* that allow students to explore their abilities and talents (Milan, 2022, p.241);
5. *Implementation of enrichment clusters*, part of the SEM (Schoolwide Enrichment Model), in which students function as young researchers under the guidance of a mentor—an adult expert who shares a special interest with them and communicates genuine passion.

In the *Tripartite Model*, adapted by Renati in a field experiment, the phases are structured as follows:

1. *Awareness-raising among adults* who interact with high-potential students—including parents, teachers, and early childhood educators;
2. *Screening*, conducted with parents and teachers, to identify emotional and cognitive risk/protective factors through both horizontal (emotional/affective) and vertical (cognitive/school-related) evaluations;
3. *Psychological interventions* for students and families, led by sector experts, including individual and group activities, parent meetings, and consultations with teachers of identified gifted students;
4. *Laboratory-based educational interventions*, conducted by experts and focused on innovative, engaging topics for small groups of high-potential learners.

These two models offer valuable insights, especially since gifted education lacks a single, universally accepted standard. While all gifted students share certain general traits, each individual also possesses distinct personal characteristics shaped by family, social, and school-related influences.

To address this complexity, the two most significant models were selected and examined in detail. Both Milan's Schoolwide Enrichment Model and Renati's adaptation of the Tripartite Model emphasize the need to sensitize and train adults—including parents, teachers, educators, and instructors—regarding the needs of gifted learners.

This is crucial to recognizing giftedness as a special educational need and creating personalized learning pathways that foster the talents and abilities of these students while avoiding marginalization, disengagement, demotivation, and exclusion.

The training of adults—delivered by specialists—aims to clarify the meaning of giftedness and the associated challenges. With this foundation, it becomes possible to identify high-potential learners and offer them the support they need. These students are often advanced in developmental milestones, learn rapidly, are keen observers, and actively seek stimulation from their environments. They possess strong memory skills, grasp abstract concepts easily, and often read, write, and work with numbers at advanced levels before starting school. They may also show specific and intense interests.

For many gifted students, managing effort and frustration can be difficult due to the challenges they face. However, when they are engaged and productive, they exhibit:

- High levels of alertness;

- Responsiveness to new stimuli;
- Speed and efficiency in processing information;
- Preference for complexity and challenge;
- Openness to new ideas and experiences;
- Motivation and curiosity for understanding;
- A broad range of interests;
- Deep immersion in areas of interest to gain understanding;
- Sustained attention to challenging and stimulating topics;
- Early development of metacognitive skills;
- Internal locus of control;
- Perseverance in the face of obstacles;
- Willingness to take risks (Renati & Pfeiffer, 2018, p.30).

Their early emerging skills span several domains:

- *Verbal*: advanced speech, use of metaphor, humor, story/song invention;
- *Intellectual and social*: emotional regulation, empathy, cooperation, leadership;
- *Creative*: imagination, problem solving, flexibility, non-conformity;
- *Motor*: coordination, puzzle-solving, manual dexterity, drawing, writing;
- *Artistic*: visual memory, role-play, music sensitivity;
- *Emotional*: high sensitivity, perfectionism, early self-awareness, emotional discomfort.

Their cognitive style often favors a visual-spatial or auditory-sequential approach (Renati & Pfeiffer, 2018).

5.1 Psycho-Pedagogical Perspective: The Strategy of Motor and Creative Activity

To effectively support the growth of gifted students, the guidance of sector specialists is essential—not only for the students themselves but also for teachers and parents. In addition to the contributions of the two models already presented, the implementation of “motor and creative activity” laboratories within daily school routines—starting as early as preschool—could be highly beneficial.

Such an approach would encourage the transformation of potential into actualized skills or the consolidation of already acquired competencies. Sensorimotor abilities, creativity, and physical activity in general are key elements that enhance learning through enjoyable and natural experiences for children, who learn by inventing, experimenting, and playing.

Beyond summarizing the two foundational models, this perspective could offer all students—not just those with high potential—a pedagogical dimension, which is

currently lacking in both models. This view promotes the idea of motor challenges with oneself, aimed at fostering learning and stimulating problem-solving through creativity.

In essence, the goal is to integrate physical activity with cognitive stimulation through imagination and problem-solving, encouraging children's curiosity with engaging physical tasks aligned with their cognitive interests.

The first phase of this pathway involves informing the adults involved—teachers and families—about giftedness education. After this, students are organized into small age-based groups to participate in physical activities aimed at promoting active lifestyles and personal well-being.

The proposed activity program includes the following objectives:

- Develop basic and specific motor skills;
- Stimulate executive functioning through movement;
- Encourage creativity, imagination, and divergent thinking in motor contexts;
- Foster collaboration, communication, and social development through group activities;
- Present challenges that are appropriate to each child's developmental level and interests.

Activities will be organized into cycles of 8–10 weekly sessions, each lasting 45–60 minutes, depending on the children's age.

Sessions take place in gyms or indoor school spaces, using standard equipment, unstructured materials, or items suitable for recreational and playful activities.

Educational-motor actions are selected based on the students' age:

- In *preschool*, activities are shorter and instructions are simpler;
- In *primary school (ages 6–8)*, activities become more complex, with defined rules and more structured paths designed to develop coordination and cooperation;
- For *ages 9–10*, the goal is to stimulate problem-solving to foster adaptation to new situations and promote collaboration within groups.

At the end of each activity, students are asked to express their level of satisfaction, providing valuable feedback to help tailor subsequent sessions to their interests.

Curiosity, knowledge, creativity, flexibility, and personalization are essential elements—not only for high-potential learners but also for the long-term survival and development of society.

In summary, this proposed pathway is based on the principles of the two models of reference: the Schoolwide Enrichment Model (Milan) and the Tripartite Model of Giftedness (Renati). The integration of these frameworks with a psycho-

pedagogical approach, including motor and creative activities, is intended to serve as the foundation for a pilot project.

5.2 Motor and Creative Activity as a Pilot Project for the 2025–2026 School Year

Based on the integration of the reference models for this pilot project—Motor and Creative Activity, to be implemented in the 2025–2026 school year—it is essential to emphasize that the target group includes not only gifted students but the entire class within the schools participating in the initiative.

The aim is to ensure early identification of high-potential children and to provide them with appropriate support. This psycho-pedagogical perspective expands on the two models (Milan and Renati) by incorporating motor and creative activities aligned with the interests of participants, as well as a pedagogical lens that is essential throughout every phase of the project.

The goal is to conduct a detailed analysis of the identification of high-potential children and the development of appropriate activities—particularly in laboratory settings and especially for younger children.

The integrated model includes the following phases:

1. *Awareness and training of adults* (teachers and families) on high cognitive potential (HCP) and related educational needs;
2. *Formation of a working team and implementation of screening* to identify students with HCP—this may include the administration of the *Thinking Creatively in Action and Movement* test by Torrance to assess students' creative thinking;
3. *Identification of students' interests* through both psychological and pedagogical discussions, aiming to strengthen personality development and continuity between school learning and family context. These discussions actively involve the key adults in the child's life—teachers and parents—to support gifted students and address any emerging educational challenges;
4. *Design of instructional activities*, developed with input from teachers, specialists, and parents (the latter involved as observers only);
5. *Implementation of educational and didactic activities*, including motor-based activities carried out both in laboratories and in gyms;
6. *Evaluation of the activities and learning process*, through a satisfaction questionnaire administered to both adults and children;
7. *Analysis and publication of the project's results.*

This vision—enriched by a motor-creative approach—will be presented and proposed to selected schools within the region served by the University of Cassino and Southern Lazio, in preparation for the 2025–2026 academic year.

Conclusions

A didactic pathway designed for gifted students represents a significant educational opportunity, as it addresses not only their psychological needs but also their pedagogical ones. The same pathway can be extended to all students in classes that include high-potential learners.

In response to the question: “Is it better to adopt gifted education or giftedness education for all?”, the most appropriate answer is that implementing a shared pedagogical-educational-didactic plan for all classes with HCP students is the optimal solution. This approach fosters stimulating learning environments for the entire class, encouraging participation, collaboration, and peer cooperation, and ultimately creating an inclusive educational setting.

The pathway outlined in this article represents a synthesis of the Schoolwide Enrichment Model and the Tripartite Model of Giftedness, with the addition of a structured program for motor and creative activities. This proposal is the result of a comparative study of strategies described in empirical research by L. Milan (for the first model) and R. Renati (for the second). Based on the findings, these models were integrated into a new project enriched by a motor component, with the aim of promoting psychophysical well-being for every student.

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