

# Characteristics of Gifted Students & Process for Identifying Gifted Students

Rhea County Department of Education

# Objectives

- ▶ Understand gifted characteristics
- ▶ Understand how to meet the needs of a learner who is gifted
- ▶ Procedures for Gifted Screening
- ▶ Screening Process

Gifted children are seldom linear..



They may look more like this...



# Perspective Matters...which one are you?

- ▶ I'm going to prove you are not gifted
- ▶ No one is gifted
- ▶ I'm on board and ready to meet gifted needs.
- ▶ I'm in the middle

# Misunderstanding of gifted characteristics may result in...

- ▶ Under identification
- ▶ Over identification
- ▶ Unmet needs
- ▶ Mismatched curriculum
- ▶ Inappropriate differentiation
- ▶ Inconsistent grades
- ▶ Drop out risk
- ▶ Behavior
- ▶ Possible social-emotional delays

# Gifted Characteristics



Cognitive



Creative



Affective



Physical/Behavioral

# Cognitive Characteristics

Keen power of  
abstraction

Large  
vocabulary

Intellectual  
curiosity

Persistent, goal-  
directed  
behavior

Independence in  
work and study

Diversity of  
interests and  
abilities

Interest in  
problem solving  
and applying  
concepts

# Creative Characteristics

Creativeness  
and  
inventiveness

Keen sense of  
humor

Ability to  
Fantasize

Openness to  
stimuli, wide  
interests

Intuitiveness

Flexibility

Independence  
in attitude and  
social behavior

# Affective Characteristics

Unusual emotional  
depth and intensity

High expectations of  
self and others, often  
leading to feeling of  
frustration

Easily wounded, need  
for emotional support

Advanced levels of  
moral judgment

Sensitivity/empathy to  
the feelings of others in  
extremes

Heightened self-  
awareness,  
accompanied by  
feelings of being  
different/not good  
enough

Need for consistency  
between abstract  
valued and personal  
actions

Idealism and sense of  
justice

# Physical/Behavioral Characteristics

Spontaneity- impulsive, eager, and spirited

Boundless enthusiasm including non-stop talking

Intensely focused on passions - resists changing activities when engrossed in own interests

Highly energetic - needs little sleep or down time

Constantly questions/insatiable curiosity

Perseverance - strong determination in areas of importance

High levels of frustration, which can lead to a volatile temper, especially related to perceptions of failure

What can we  
do to meet  
their needs?

- Cognitive
- Creative
- Affective
- Physical/Behavioral

# Differentiation of Instruction

Is a teacher's response to learners' needs



Guided by general principles of differentiation



Respectful tasks



Flexible groupings



Ongoing assessments and adjustments

Teacher can differentiate



Content

Process

Product



According to learner's



Readiness

Interests

Learning profile

# How to meet cognitive needs



# How to meet creative needs

Design assignments that have multiple answers

Instead of having students only complete a given pattern, have them also create their own pattern and explain it.

Instead of writing a math word problem from  $2 \times 11$ , have them write four math word problems with any combination of numbers and operations that have an answer of 22.

Teach and practice four areas of creativity:

Fluency - think of /produce many ideas or products

Flexibility - think of/produce many different kinds/categories

Originality - unusual responses compared to age peers

Elaboration - imagination and exposition of detail

# How to meet affective needs

- ▶ Is the playground a safe place for me?
- ▶ Will anyone play with me if I don't share my answers?
- ▶ Why does it seem as if no one else is interested in what I am interested in?





## Maslow

- ▶ Students need to feel safe and belong.
- ▶ Students who are gifted may not feel they belong due to their affective characteristics.
- ▶ Many times, a student who is gifted has different characteristics than peers their age, so the path to belonging is fraught with stumbling blocks unique to them.
  - ▶ Perfectionism
  - ▶ Self doubt
  - ▶ Expression
  - ▶ Lack of belonging
- ▶ Gifted students need instruction/guidance
- ▶ Allow/provide students time with intellectual peers.

## Affective continued...

- ▶ Be aware that strengths and potential problems can be flip sides of the same coin.
- ▶ Students do not develop all skills at the same rate, i.e., physical, emotional, social, and intellectual growth.
- ▶ Understand that their needs cannot be met by one style of learning or teaching.
- ▶ Acknowledge and support their differences.
- ▶ Inform them of their giftedness

## How to meet the physical/behavioral needs



Create a learning environment that allows for individual differences.



Design lessons and assignments that allow them to find the answers to their questions and satisfy their curiosity.



Give a warning when transitions are approaching.



Expect asynchronous development between their intellectual development and development in other areas.

# Procedures for ▶ Gifted Screening

Rhea Department of Education

# Pre-Kindergarten

## Within the Community

In an attempt to identify students who may have characteristics of giftedness, the school will put out notifications as part of required child find indicating that the event is for all students. The communication will specifically state that the event is to help identify both general and advanced development of PreK students.

During the annual pre-k child find community event, the school district will receive input from parents regarding students who may present with characteristics of gifted. The district will provide a checklist for parents to complete at the child find event.

Individual Screening Procedures: (with parental consent) may include, but not limited to, BDI-3, WJ-ECAD Early Academics, and observations in Pre-K or day care setting. If individual screening results indicate the need for a referral the evaluation procedures will be as follows:

WPPSI-IV, WJ-IV ECAD, Parent Input, TN TOC (+), TN Create, and/or others as applicable

## Pre-Kindergarten continued

For Students Enrolled in Rhea  
County Pre-K:

Characteristics of giftedness will be provided to the teachers on a regular basis (three times a year) along with a copy of the checklist from the state gifted plan.

As part of the monthly data team meetings, teachers will be given opportunity to provide names of students who may present with characteristics of giftedness.

Screening procedures will follow the Pre-K procedures outlined on the previous slide.

## For All Other Students and Grade Levels

- ▶ Characteristics of giftedness will be provided to the teachers on a regular basis (three times a year) along with a copy of the checklist from the state gifted plan.
- ▶ As part of the monthly data team meetings, teachers will be given opportunity to provide names of students who may present with characteristics of giftedness.

# Screening Process

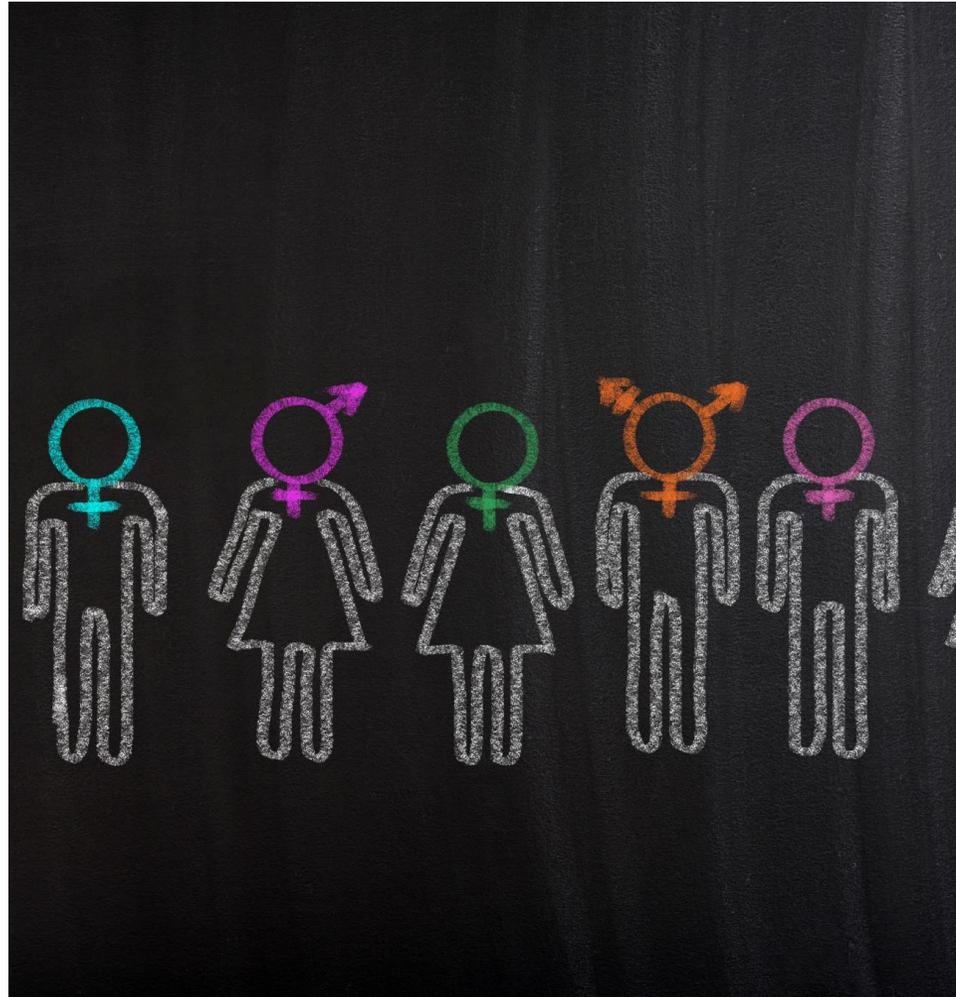
For Pre-Kindergarten and students in grades K-12

# Step 1

## School Screening

### Team collaboration

- ▶ School Screening Team Collaboration (psychologists, administrator, counselor, general education teacher, ELL Teacher (if needed))
  - ▶ Grade Level Screening based on TVAAS; criteria is two achievement scores at or above the 90<sup>th</sup> percentile or one score at or above the 95<sup>th</sup> percentile.
  - ▶ Teacher recommendation
  - ▶ Teachers complete Classroom Intervention Form A for targeted students
  - ▶ Review of historic grades and benchmarks as well as current AimsWeb data.



Step 2  
Screening  
Team  
recommends  
either:

- ▶ Individual Screen (Go to Step 3)
- ▶ No Further Screening
- ▶ Referral
  - ▶ Complete referral forms and schedule meetings for consent to test (see step 4)

# Step 3

## Perform Individual Screening

Obtain Written Parent Permission - Notice of Referral and Permission for Individual Screening

Obtain Parent/Guarding Information development history

WASI-II

Creativity/characteristics of Gifted Component: TN PIF, TN TOC

Team reviews results, meets with parents and completes referral if warranted (see step 4)

# Step 4 Comprehensive Evaluation

Obtain written parent or guardian permission. Get developmental history and TN PIF



Perform the evaluation:

Assessment of Education Performance as needed

Assessment of Creativity/Characteristics of Gifted (TN TOC) and/or Gifted Rating Scale

Assessment of Cognition

Additional assessments as needed

# Step 5

# Meeting

Meet with parents to share results, determine adverse educational impact/ eligibility, and write IEP

- ▶ State Website for Gifted
  - ▶ <https://www.tn.gov/education/student-support/special-education/intellectually-gifted.html>
- ▶ National Association for Gifted Children
  - ▶ [National Association for Gifted Children | \(nagc.org\)](http://nagc.org)

# Resources