

Slide 1



What is Gifted?

Characteristics & Identification

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Sources of GT Information in KISD

- Klein ISD GT Website
 - ▣ <http://www.kleinisd.net/default.aspx?name=cigt.home>
- Office of Advanced Academic Services
 - ▣ <http://www.kleinisd.net/default.aspx?name=ciadvac.home>
- Campus GT Administrator
- Campus Counselor
- Campus Principal



What Does Gifted & Talented Mean?



- Gifted & Talented is a professional term that describes a small portion (3-5%) of the general population.
 - ▣ Individuals with abilities to perform exceedingly far and beyond their peers.
- All children have strengths, skills, talents, and abilities that will allow each to be a successful, accomplished member of society, but not all children are gifted.



- Approximately 5% of the population is gifted.
- GT is an instructional program that provides special educational services. Children who are identified as gifted and talented require special instructional needs in the regular classroom.
- The word "gifted" has been associated with a child who has high goals. Moreover, while all students have unique capabilities, that does not make gifted and talented. Gifted and Talented is a professional term that defines the special educational needs of a child because he thinks differently.

Assumptions About Gifted

- GT is **different**; it is *not* “better” or “best”
 - ▣ Special instructional services for gifted students are meant to nurture and develop innate abilities through appropriate learning opportunities.
 - ▣ Gifted students study the district’s prescribed curriculum.
 - ▣ Gifted students do not do “more work” nor do they “work harder” to achieve the same classroom grades.



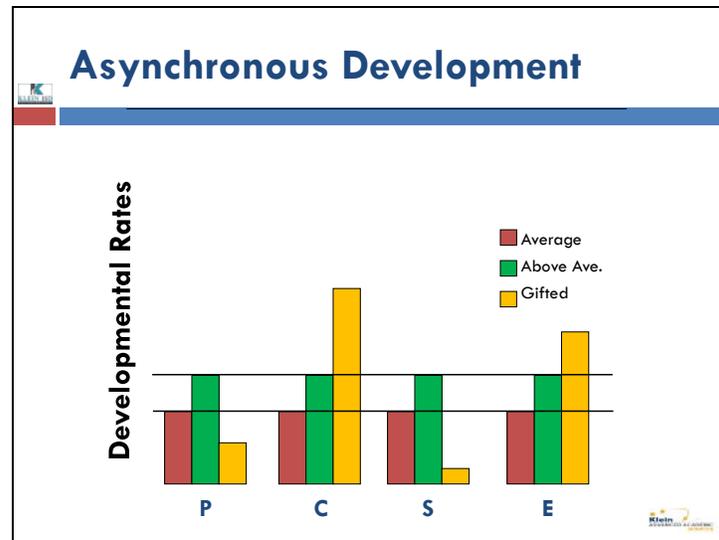
- Above average students are also known as high-achievers. They do very well on the state tests, have good report card grades, and work hard in school. They have gifts but are not necessarily gifted, so high-achieving students do not need special instructional services.
- There are distinct differences between a high-achieving student and a gifted student.
- A high-achieving student learns fast. A gifted student knows.
- A high-achieving student works hard. A gifted student doesn’t work on homework and plays, but gets good grades.
- A high-achieving student absorbs information. A gifted student manipulates the information.

Gifted & High Achiever: What are the Differences?



- **Asynchronistic Development**
 - Developmental rates are generally even, but not so with gifted individuals
- **Degree of Giftedness**
 - How far an individual is from the average IQ
- **Motivation**
 - Gifted individuals are intrinsically motivated
- **Traits & Characteristics**
 - Gifted individuals experience life more intensely than others



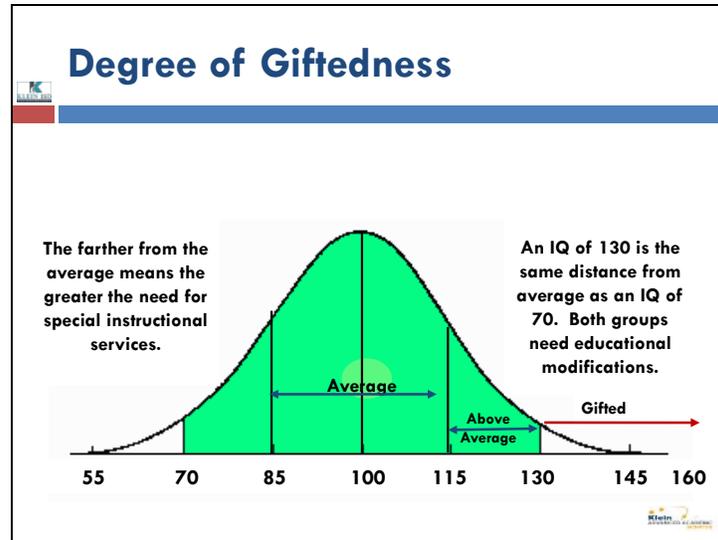


Asynchronous development: P = Psychomotor C = S = Social Cognitive E = Emotional

Giftedness is internal.

The achievement important as it is, is simply an expression of mental processes. The achievement may fluctuate depending on the immediate situation of the student, his relationship with a tutor, the availability of courses with enough challenge and interest and even physical health.

The young gifted child may appear to be many ages at the same time. He may be eight (chronological age) when riding a bicycle, play chess like a twelve year old, match a fifteen year old in the study of algebra, seem like the age of ten when collecting fossils, and act like a two year old when asked to share his cookie with his sister.



All children deserve quality instruction that meets their needs. All children who are below average deserve special instruction. Also children who are beyond above average deserve special instruction.

Ranges

120 – 129	Advanced learners
130 – 144	Moderately gifted
145 – 159	Highly gifted
160 – 174	Exceptionally gifted
175+	Profoundly gifted



adapted from Wasserman, 2003



Wasserman, John (2003) *Assessment of Intellectual Functioning*

Motivation

- **Not particularly concerned with success or competition**
- **Unconcerned with Grades**
- **“Flow”**
- **Energized by being alone**



K12
PERSONAL LEARNING

- Gifted children have the intrinsic drive to learn.
- External rewards (like grades) do not work.
- Gifted children do not do a task to earn a good grade. They do it to learn more.



Traits & Characteristics

MYTH: Gifted students turn in all of their work, get the highest grades, and do not have behavior problems.

REALITY: Above average/High Achieving students have fewer behavior problems as they are more responsive to extrinsic motivational factors, i.e. parental praise, positive feedback, good grades

- Intensity
- Sensitivity
- Multi-Potentiality/Multi-Stimulus
- Excessive Energy

Klein

Most gifted individuals are EXTREMELY intense, whether it be in their emotional responses, intellectual pursuits, rivalries w/ peers and/or siblings, or in power struggles with adults. Oftentimes the attitude is “if it’s worth doing—it’s worth doing to excess.”

Intensity in Gifted Individuals can be in any or all of the following:

- Tunnel-vision: this characteristic is evident when the individual is involved in an activity or with a subject that captures his interest.
- Drive: Gifted individuals are driven to learn....oftentimes the drive is emotional while the ability is cognitive.
- Overreacting: sometimes the emotionally intense individual is accused of overreacting when really it is a reaction that is typical of a highly sensitive person
- Perfectionism: often seen as a flaw, but if addressed and channeled can inspire! (think of michaelangelo and madam curie!)
- Emotional: this individual experiences the full spectrum of human emotion to the highest degree (passionate/compassionate; intuitive; moody)

Highly Sensitive Gifted Individuals:

- Empathize at a very early age
- Unable to take criticism/pained by it
- Highly sensitive to smells, sounds, textures, surroundings

Multi-Potentiality

- Indecision: they tend to flounder with an array of opportunities and can drown in the sea of opportunity
- Able to focus on numerous things simultaneously

Excessive Energy

- Less sleep
- Can be a behavioral issue in the classroom, i.e. interrupts teacher because already knows what is next

Identification Process

Step 1 – Referral
Anyone can refer a child for testing, but parent must give written permission for the child to be assessed.

Step 2 – Phase I (Two Categories): Ability Tests & Home Rating Scales (national norms)
A minimum of seven measures of data are collected in this phase of identification. Two of the four must fall in the 95thile

Step 3 – Phase II (Two Categories): Achievement Test & School Rating Scale (national norms)
A minimum of six measures of data are mined in order to ascertain appropriate services

GT Services are provided when 3 of the 4 Categories are in the 95thile or higher



Data Collection



- Quantitative Data: Ability test & Achievement test
- Qualitative Data: Home Rating Scale (Parent) & School Rating Scale (Teacher(s))

Klein will honor ability scores for two years, beginning in 1st grade in 2010-11. The publishers of standardized tests clearly indicate that the scores are representative of a student's ability for a two-year period. For this reason, we will honor a student's scores acquired through the GT identification process for two years. (This does not include Kindergarten students.)



Things To Remember

- Testing Referral Deadline: September 26th
- Office of Advanced Academic Services: 832-249-4705
- [GT Website](#)



The GT website has a wealth of information. Please make sure you visit the “for parents” page. Our newsletter “Alliance” will also offer timely information regarding Advanced Academics in general.