IDENTIFICATION OF GIFTED STUDENTS

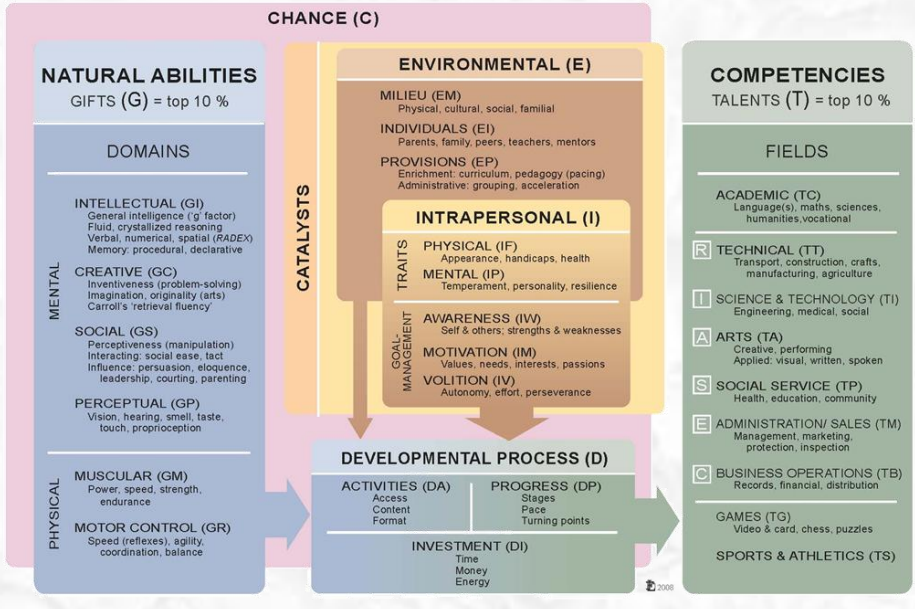
BestPractice

WHO are the gifted and talented students in our schools

WHY do we want to know…

…to provide appropriate programs and curriculum

LEARNING not LABELS



François Gagné's *Differentiated Model of Giftedness and Talent* (revised 2008)

GIFTEDNESS

- Superior natural **abilities** (aptitudes, potential) in at least one ability domain, to a degree that places a child among the top 10% of his or her age peers.

TALENT

- Superior **performance** (achievement) in at least one field of human activity to a degree that places a child in the top 10% of age peers in that field.

from Francois Gagne's definition, 2008

SCHOOL'S RESPONSIBILITIES

GIFTED

- To recognise / identify **Giftedness**
- To develop the child's gifts into talents (talent development) by providing appropriately engaging and challenging curriculum

To identify where the **gap** between natural ability (Gifts) and actual school achievement (Talent) is so significant that investigation and/or intervention is required.

First Question: What are we dealing with here?

* **Gifted with SLD**
* **Gifted with ADHD**
* **Gifted with ASD**
* **Gifted with Mental Health Issue**

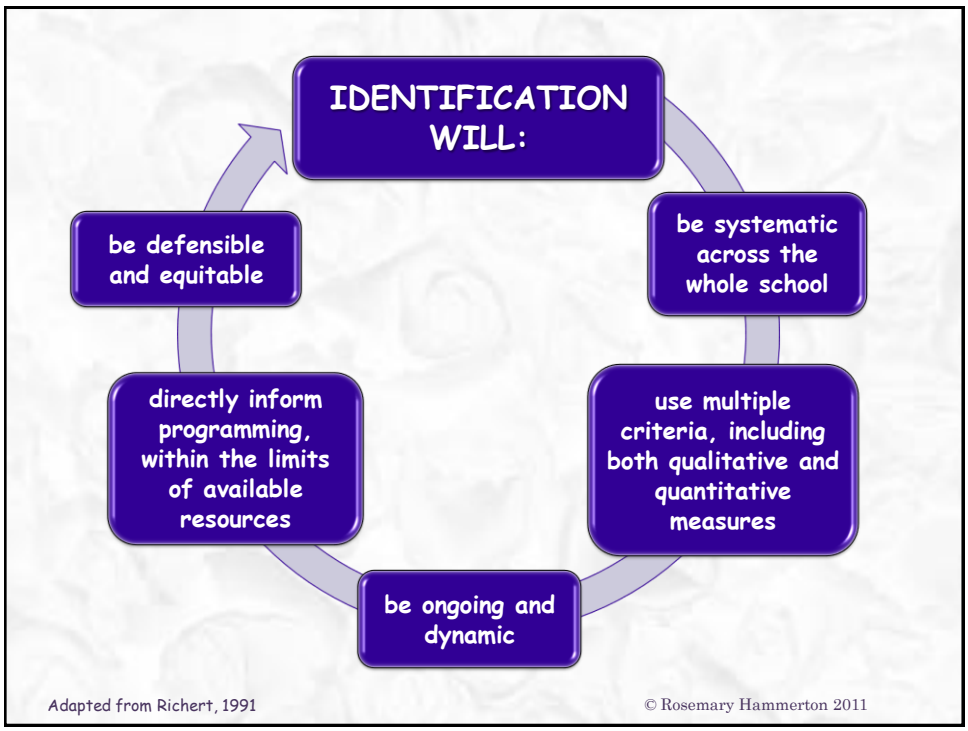
'Gifted with something else going on'

TALENTED

- To identify / respond to the high performing gifted child – the **Talented**
- To ensure that the talented child is appropriately challenged to optimise growth and potential

* Enrichment * Extension * ILCs * Accelerative options * Targeted intervention program

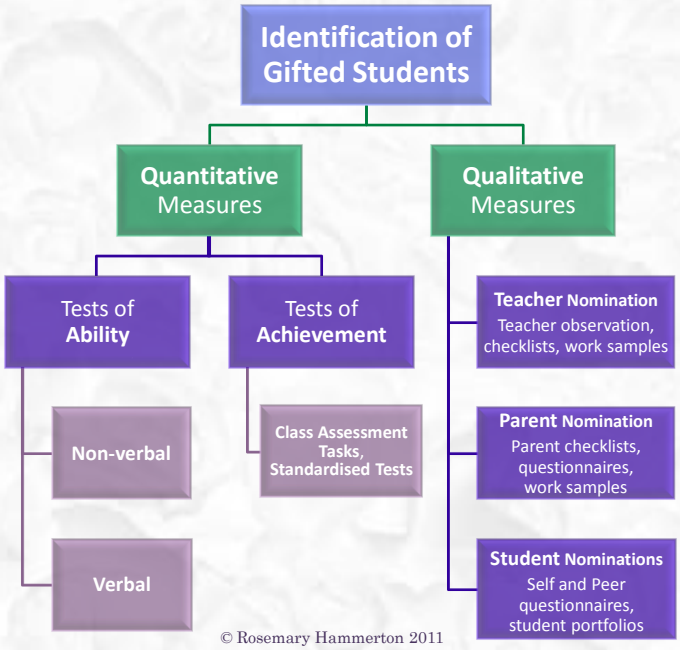
What are the PRINCIPLES of Identification for Gifted Programming?



Adapted from Richert, 1991

Quantitative measures

- ✓ Will include a combination of:
  - Verbal and non-verbal tests
  - Ability and achievement tests
- ✓ Will have a high enough ceiling to discriminate among the upper levels of ability



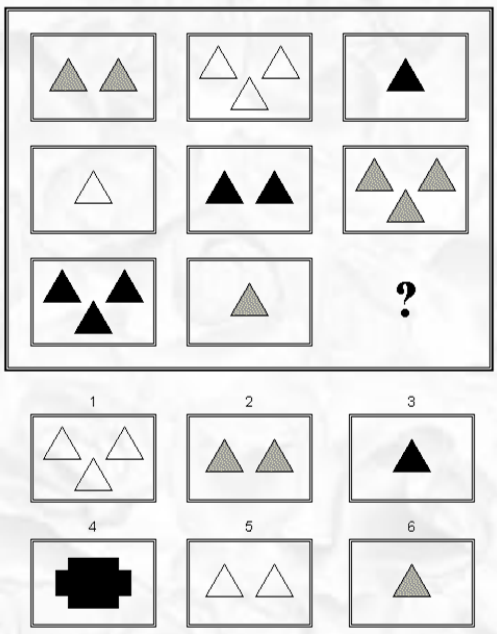
Quantitative Measures EXAMPLES

- Progressive Achievement Tests
- Allwell
- Ravens Progressive Matrices
- Slosson Intelligence Test (SIT-R)
- Class assessment tasks
- National Assessment Program in Literacy and Numeracy (NAPLAN)
- International Competitions & Assessments for Schools (ICAS)
- Psychometric assessment, eg Stanford-Binet (SB-5), Wechsler Intelligence Scale for Children (WISC-4)

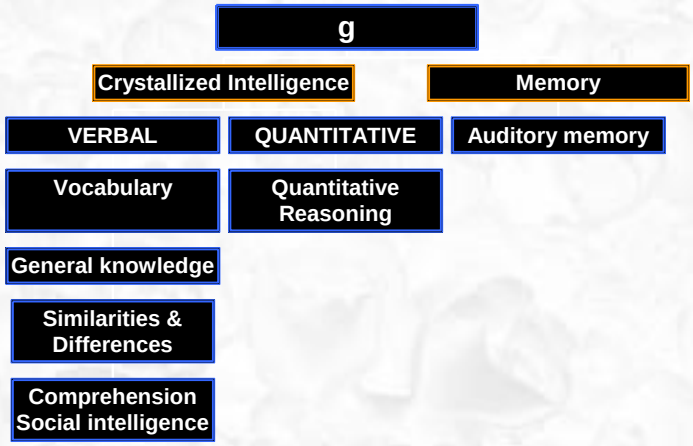
What is the difference between Verbal and Non-Verbal tests?

Non-verbal tests

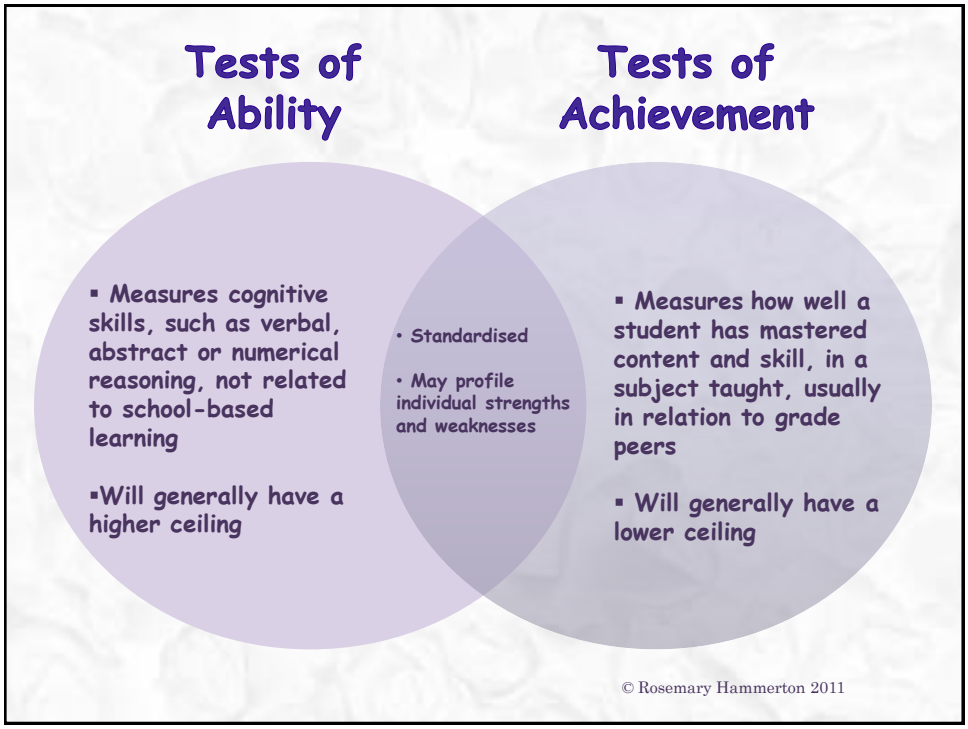
- Questions appear in diagrammatical or pictorial form and are not dependent on language
- Test the ability to understand and analyse visual information and solve problems using non-verbal, abstract reasoning.
- Provide insight into the abilities of those who have problems with reading and thinking verbally, those with specific learning difficulties and those whose first language isn't English.



SLOSSON INTELLIGENCE TEST - R3



What is the difference between Tests of Ability and Tests of Achievement?



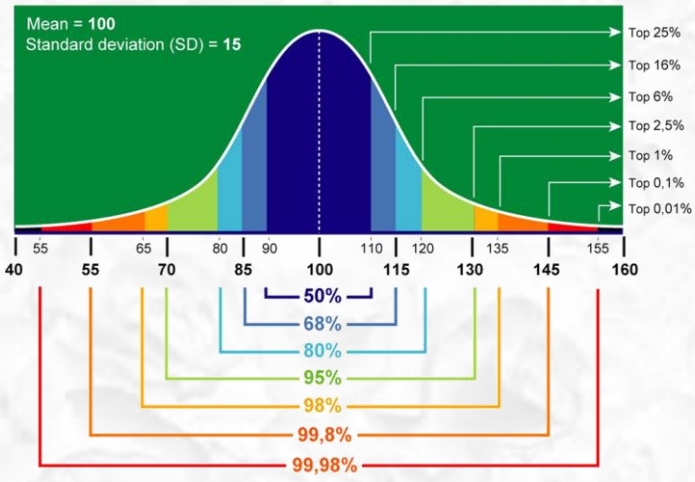
Why a Psychometric Assessment?

- High enough ceiling to provide discriminating information about levels of giftedness
- Different levels of giftedness require different educational provisions
- Particular educational provisions, eg. grade acceleration, require the objective evidence of a psychometric assessment

Why a Psychometric Assessment?

- to inform educational planning by parents
- to offer supportive strategies to manage social and emotional aspects of giftedness
- to provide diagnostic information about relative strengths and weaknesses
- to identify 'invisible' gifted, eg. gifted from NESB background, gifted with additional learning challenge, such as a SLD

IQ DISTRIBUTION: VARIOUS MARKERS



Levels of Giftedness	Prevalence	IQ Equivalent	Standard Deviation
Profoundly	1 / 100,000	165	+4.3
Exceptionally	1 / 10,000	155	+3.7
Highly	1 / 1,000	145	+3.0
Moderately	1 / 100	135	+2.3
Mildly	1 / 10	120	+1.3

ISSUES IN IQ

- What is intelligence?
- One factor or many?
- Cultural differences?
- Inherited (nature) / acquired (nurture)?
- Trainable / increased through practice?
- Predictor of success?
- Emotional intelligence - EQ

WHAT IS INTELLIGENCE?

- Reasoning
- Planning
- Solving problems
- Thinking abstractly
- Comprehending complex ideas
- Learning quickly
- Learning from experience (transfer)

Linda Gottfredson, (*Why 'g' matters?*)

"Too Creative" for IQ Tests

What do the numbers 37 and 127 have in common?

- 1 point answers

- Both contain/end in 7
- Both odd numbers
- Both greater than ##

- 2 point answer

- Both prime numbers

- Gifted child's answer

- Both have digits that add to 10

FACTORS THAT CAN INFLUENCE TEST PERFORMANCE

- Test anxiety
- Trust issues
- Health/sleep/emotional state
- Low motivation/interest
- Low self-efficacy (Bandura, 1977)
- Specific learning difficulty
- Culturally inappropriate test (Daniels, 1988)
- Cognitive inefficiency (Feuerstein et al. 1979)
- Personality issues, eg. reflective or divergent thinkers, perfectionism, low risk-taking

CONFIDENCE INTERVAL

- Recognises that any one score is really only an estimate (reflects both true abilities and some measurement error)
- Confidence intervals provide a band/ range of scores in which the true score is likely to lie
- Represented by a percentage – usually 95%

Qualitative Measures

- Teacher observation / checklists
- Parent observation / questionnaires
- Peer and Self nomination
- Student Interest Inventories
- Gifted Underachievers checklist

PARENT NOMINATION

ABOUT IDENTIFICATION

- Gifted students come from well-educated, middle- and upper-class families
- Teachers are much better identifiers of giftedness than parents
- But all children are gifted…
- The truly gifted child is a rare find
- Gifted students are easily identified

"GIFTED STUDENTS ARE EASILY IDENTIFIED"

Gifted students are not an homogenous group.
Some are consistently high achievers. However…

- Some perform at an average level or seriously underachieve.
- Some have accompanying learning disabilities or other learning challenges that can mask their giftedness.
- Some are second language learners, which can mask their giftedness.
- Some are from socio-economic backgrounds that inhibit their ability to thrive

BEWARE THE HIDDEN GIFTED…

- **Twice exceptional eg G/ADHD, G/ASD, G/LD** (Gifted with accompanying learning difficulties)
- **Introverted**
- **Girls**
  In coeducational settings, boys may be more readily identified than girls (Kerr & Nicpon, 2003)
- **Gifted from minority cultures or backgrounds eg indigenous, NESB, refugees**
- **Low socio-economic status**
- **Highly creative**

POINTS TO PONDER

- Einstein was four years old before he spoke and 7 before he could read.
- When Thomas Edison was a boy his teachers told him he was too stupid to learn anything
- A newspaper editor fired Walt Disney because he had no good ideas
- Caruso's music teacher told him: "You can't sing. You have no voice at all."
- Winston Churchill failed 6th grade
- Isaac Newton did very poorly in primary school