

gifted student identification

gifted student identification is a critical process in educational systems designed to recognize students who demonstrate exceptional intellectual abilities, creativity, or talent beyond their age peers. Identifying gifted students accurately ensures that they receive appropriate educational opportunities tailored to their advanced learning needs. This process involves a combination of assessments, observations, and evaluations to capture a comprehensive understanding of a student's capabilities. Effective gifted student identification supports differentiated instruction and fosters the development of potential in various domains, including academic, artistic, and leadership areas. The identification methods continue to evolve with research, emphasizing equity and inclusivity to reach diverse populations. This article explores the key components of gifted student identification, including criteria, assessment tools, challenges, and best practices for educators and administrators.

- Understanding Gifted Student Identification
- Criteria for Identifying Gifted Students
- Assessment Tools and Techniques
- Challenges in Gifted Student Identification
- Best Practices for Effective Identification

Understanding Gifted Student Identification

Gifted student identification is the foundational step in recognizing students who exhibit advanced abilities or talents that require specialized educational support. This process is designed to detect exceptional potential in cognitive, creative, or artistic domains that standard educational assessments might not fully capture. Identification ensures that students with high aptitude are not overlooked and can benefit from tailored instruction that promotes their growth. It also involves collaboration among educators, psychologists, parents, and sometimes the students themselves to gather diverse insights. Understanding the purpose and scope of gifted student identification is essential for implementing effective programs that nurture students' strengths.

Definition and Purpose

Gifted student identification refers to the systematic approach used to locate students demonstrating superior intellectual abilities or talents. The primary purpose is to provide these students with access to advanced curricula, enrichment programs, or acceleration opportunities. Identifying giftedness early supports social and emotional development, reduces boredom in regular classrooms, and challenges students appropriately. It also helps schools allocate resources efficiently to meet the needs of gifted learners.

Importance in Education

The significance of gifted student identification lies in its role in promoting equity and excellence in education. Without proper identification, gifted students may not receive the challenges necessary to reach their full potential, which can impact their motivation and academic achievement. Furthermore, gifted programs foster innovation and leadership skills by cultivating talents that contribute to society. Schools that prioritize identification demonstrate a commitment to personalized learning and educational diversity.

Criteria for Identifying Gifted Students

The criteria for gifted student identification vary among educational institutions but generally encompass multiple dimensions of giftedness. These criteria extend beyond high IQ scores to include creativity, leadership, artistic abilities, and specific academic strengths. Employing broad criteria helps capture a diverse range of gifted learners, including those from underrepresented groups. Understanding these criteria enables educators to design comprehensive identification processes that acknowledge different expressions of giftedness.

Common Identification Criteria

Several standard criteria are used to identify gifted students, including:

- **Intellectual Ability:** High scores on intelligence tests or cognitive assessments indicating superior reasoning and problem-solving skills.
- **Academic Achievement:** Outstanding performance on standardized tests, classroom assessments, or teacher evaluations in specific subjects.
- **Creativity:** Demonstrated originality, imagination, and innovative thinking in academic or artistic pursuits.
- **Leadership:** Ability to influence peers positively, take initiative, and exhibit responsibility in group settings.
- **Visual and Performing Arts:** Exceptional talent in music, art, drama, or dance as identified through performance or portfolio assessments.

Multiple Criteria Models

Many schools adopt multiple criteria models to ensure a holistic view of giftedness. These models combine quantitative measures such as standardized test scores with qualitative data like teacher observations and student portfolios. This approach reduces bias and improves the likelihood of identifying gifted students from diverse cultural and socioeconomic backgrounds. The use of multiple criteria also addresses the varied manifestations of giftedness across different domains.

Assessment Tools and Techniques

Assessment tools and techniques are vital components of gifted student identification, providing objective data to support decision-making. These tools range from standardized intelligence tests to performance-based assessments and observational checklists. The selection of appropriate instruments depends on the goals of the identification process and the population served. Employing reliable and valid assessments helps maintain the integrity of gifted programs and ensures that students are accurately classified.

Standardized Intelligence Tests

Standardized intelligence tests, such as the Wechsler Intelligence Scale for Children (WISC) or the Stanford-Binet Intelligence Scales, are commonly used to evaluate cognitive abilities. These tests measure various domains including verbal comprehension, working memory, and processing speed. High scores on these assessments often serve as a benchmark for giftedness. However, reliance solely on IQ scores may overlook students with talents in other areas.

Achievement and Performance Assessments

Achievement tests measure students' proficiency in academic subjects and can indicate advanced learning. Performance-based assessments evaluate creativity, problem-solving, and critical thinking through tasks or projects. These assessments provide a broader understanding of a student's capabilities beyond traditional intelligence tests.

Teacher and Parent Ratings

Teacher and parent rating scales and checklists serve as valuable qualitative data sources. Educators and parents observe students' behaviors, learning styles, and social interactions daily, offering insights not captured by formal tests. These ratings can highlight potential giftedness in creativity, leadership, or motivation.

Challenges in Gifted Student Identification

Despite advances in identification methods, several challenges persist in accurately recognizing gifted students. These challenges include cultural and linguistic biases, underrepresentation of minority groups, and the difficulty of identifying twice-exceptional students—those who are gifted yet have disabilities. Addressing these issues is essential to create equitable and inclusive gifted programs.

Cultural and Socioeconomic Bias

Many standardized tests and identification procedures may inadvertently favor students from certain cultural or socioeconomic backgrounds. Language barriers, test anxiety, or unfamiliarity with test formats can negatively impact performance. Consequently, gifted students from diverse

backgrounds might be overlooked, limiting access to gifted programs.

Identification of Twice-Exceptional Students

Twice-exceptional students present a unique challenge because their disabilities can mask their giftedness. For example, a student with attention deficit hyperactivity disorder (ADHD) might struggle with focus but demonstrate exceptional creativity or reasoning skills. Identification processes must be sensitive to these complexities to avoid misclassification or neglect of needs.

Lack of Resources and Training

Limited resources and inadequate training for educators can hinder effective gifted student identification. Without proper understanding of giftedness and assessment tools, educators may miss signs of advanced abilities or fail to implement comprehensive evaluation strategies. Professional development and allocation of resources are critical to overcoming these barriers.

Best Practices for Effective Identification

Implementing best practices in gifted student identification enhances the accuracy and fairness of the process. These practices involve using multiple data sources, ensuring cultural responsiveness, involving stakeholders, and providing ongoing professional development. By adopting these strategies, schools can build robust identification systems that serve all gifted learners equitably.

Use of Multiple Identification Methods

Combining quantitative and qualitative measures provides a more complete picture of a student's abilities. Utilizing standardized tests, performance tasks, observations, and rating scales reduces reliance on any single method and increases identification accuracy. Multiple methods also help capture diverse types of giftedness.

Culturally Responsive Identification

Adapting identification procedures to be culturally sensitive helps reduce bias and improve representation. This includes using nonverbal assessments, providing language support, and engaging community members in the identification process. Awareness of cultural differences in expressing giftedness is essential.

Collaboration and Communication

Effective gifted student identification requires collaboration among educators, parents, specialists, and students. Open communication ensures that all perspectives are considered and that students' strengths and needs are accurately understood. Engaging families and students promotes transparency and support for gifted education.

Professional Development

Ongoing training for educators and administrators on gifted identification and instruction enhances program quality. Professional development covers assessment techniques, cultural competence, and strategies for supporting diverse gifted learners. Well-informed staff are better equipped to identify and nurture gifted students.

Summary of Best Practices

- Implement multiple assessment tools and data sources
- Ensure cultural and linguistic responsiveness
- Engage families and stakeholders in the process
- Provide regular professional development
- Continuously review and refine identification procedures

Frequently Asked Questions

What are the common methods used for gifted student identification?

Common methods include standardized intelligence tests, achievement tests, teacher nominations, parent referrals, and performance assessments.

Why is early identification of gifted students important?

Early identification allows for timely educational interventions and support, helping gifted students reach their full potential and avoid boredom or disengagement.

How do schools ensure fairness in gifted student identification?

Schools use multiple criteria and assessments, provide training to evaluators, and implement culturally responsive practices to reduce bias in the identification process.

Can twice-exceptional students be identified as gifted?

Yes, twice-exceptional students have both giftedness and learning disabilities, and specialized assessment approaches are needed to accurately identify their abilities.

What role do teachers play in identifying gifted students?

Teachers observe students' behaviors, academic performance, and creativity, and provide valuable nominations and insights during the identification process.

Are standardized IQ tests the only way to identify gifted students?

No, while IQ tests are widely used, identification also includes achievement tests, creativity assessments, portfolios, and other performance-based measures.

How do cultural and linguistic diversity affect gifted student identification?

Cultural and linguistic differences can lead to under-identification due to language barriers or cultural biases in testing, so assessments must be adapted and inclusive.

What challenges exist in identifying gifted students from underrepresented populations?

Challenges include lack of access to testing, cultural biases, limited teacher training, and socioeconomic factors that may mask giftedness.

How often should gifted student identification be reviewed or updated?

Identification should be reviewed periodically, often annually or every few years, to account for students' development and new evidence of giftedness.

What legal guidelines impact gifted student identification in schools?

Legal guidelines vary by region but often require equitable identification practices, nondiscrimination, and provision of appropriate educational services for gifted students.

Additional Resources

1. Identifying Gifted Students: A Practical Guide

This book offers educators comprehensive strategies and tools for effectively identifying gifted students in diverse classroom settings. It discusses various assessment methods, including standardized tests and observational techniques, emphasizing cultural and linguistic considerations. Readers will find practical advice to create equitable identification processes that recognize the unique potential of all students.

2. Giftedness 101

Written by a leading expert in gifted education, this book provides an accessible overview of the

characteristics and needs of gifted learners. It covers identification procedures, common myths, and the social-emotional aspects of giftedness. The straightforward explanations make it an excellent resource for teachers, parents, and counselors involved in gifted student identification.

3. Assessing Giftedness: Tools and Techniques for Educators

This text delves into various assessment instruments used to identify gifted students, including cognitive, creativity, and achievement tests. It evaluates the strengths and limitations of each tool while offering guidance on interpreting results within a broader educational context. The book emphasizes the importance of multiple criteria and holistic approaches to identification.

4. Equity and Excellence in Gifted Education: Identifying and Serving Underrepresented Students

Focusing on the challenges of identifying gifted students from underrepresented populations, this book explores systemic biases and barriers in traditional identification methods. It provides strategies to enhance equity in gifted programs and highlights community and family involvement. Educators will learn how to implement inclusive practices to uncover hidden talents.

5. Beyond IQ: Identifying Giftedness in Diverse Learners

This book challenges the conventional reliance on IQ tests alone for identifying gifted students. It presents alternative models that include creativity, motivation, and leadership qualities as vital indicators of giftedness. The author advocates for a more comprehensive identification process that respects the diverse manifestations of gifted potential.

6. Practical Strategies for Identifying Gifted Students in the Classroom

Designed for classroom teachers, this resource offers hands-on techniques to spot gifted behaviors during everyday instruction. It includes checklists, observation guides, and sample lesson modifications that help in recognizing and nurturing giftedness. The book supports educators in making informed referrals for formal identification.

7. The Social and Emotional Development of Gifted Children: Identification and Support

This book addresses the often-overlooked emotional and social dimensions of giftedness, emphasizing how these factors impact identification and support. It provides insights into recognizing gifted students who may underachieve or mask their abilities due to social pressures. Practical recommendations help educators create supportive environments tailored to gifted learners' needs.

8. Identification of Gifted Students with Disabilities: A Guide for Educators

Focusing on twice-exceptional students, this book explores the complexities of identifying giftedness alongside disabilities. It discusses assessment challenges and advocates for specialized evaluation methods to ensure appropriate recognition and placement. Educators will gain knowledge to support this unique population effectively.

9. Using Data to Identify Gifted Students: Best Practices and Case Studies

This text emphasizes the role of data-driven decision-making in gifted student identification. It presents case studies illustrating successful implementation of data collection and analysis methods, including academic performance, behavioral data, and teacher referrals. The book equips educators with skills to develop transparent and effective identification frameworks.

Gifted Student Identification

Find other PDF articles:

<https://ns2.kelisto.es/gacor1-06/pdf?docid=vls31-0161&title=bibiliya-yera-kirundi-mp3-download.pdf>

gifted student identification: Identification of Students for Gifted and Talented Programs Joseph S. Renzulli, Sally M. Reis, Series Editor, 2004-03-06 Focuses on one of the most widely debated topics in the field, addressing the challenges educators face in attempting to accurately identify gifted and talented students.

gifted student identification: Identification Scott Hunsaker, 2023-05-31 Editor Scott L. Hunsaker's new volume sheds much-needed light on the process of identifying students for gifted education services, a topic surrounded by controversy and confusion. With contributions from leading experts in the field, Identification takes an in-depth look at the research and practice of identification of gifted and talented students. Each of the four sections tackles an important aspect of the issue: Theoretical Foundations, Professional Foundations, Identification Practice, and Instrumentation. The text presents multiple points of view and does not shy away from thorny issues such as the theory-practice gap, underrepresentation of diverse populations, identification as status bestowal rather than assessment process, rigidity in use of processes and instruments, the search for the magic-bullet test, and the validity of nonverbal intelligence tests. Whether you are an administrator, teacher, gifted education specialist, professor, or parent, Identification will offer you insight presented nowhere else.

gifted student identification: Identifying Gifted Students Susan K. Johnsen, 2005 This publication provides directors and coordinators of programs for gifted and talented students with a specific step-by-step plan for developing an identification procedure in a school or school district. While the sections of this publication are laid out sequentially according to the steps, identification is an ongoing process. The goal of identification is to ensure that every gifted and talented student who needs a program that is different from the general education curriculum receives one that is matched to his or her specific characteristics. Perfect for anyone seeking a concise introduction to the identification of gifted students, this book is designed to offer administrators, teachers, and parents an overview of the critical issues in building effective identification procedures. This book overviews definitions and characteristics of gifted students, qualitative and quantitative assessment, using multiple assessments, identification procedures, and decision making about placement. This is one of the books in Prufrock Press' popular Practical Strategies Series in Gifted Education. This series offers a unique collection of tightly focused books that provide a concise, practical introduction to important topics concerning the education of gifted children. The guides offer a perfect beginner's introduction to key information about gifted and talented education.

gifted student identification: Identifying Gifted Students Susan K. Johnsen, 2004 Identifying Gifted Students: A Practical Guide is designed for practicing professionals such as teachers, counselors, psychologists, and administrators who must make decisions daily about identifying and serving gifted and talented students. This book offers up-to-date information for building an effective, defensible identification process.

gifted student identification: Identifying Gifted Students Susan K. Johnsen, 2005 This publication provides directors and coordinators of programs for gifted and talented students with a specific step-by-step plan for developing an identification procedure in a school or school district. While the sections of this publication are laid out sequentially according to the steps, identification is an ongoing process. The goal of identification is to ensure that every gifted and talented student who needs a program that is different from the general education curriculum receives one that is matched to his or her specific characteristics. Perfect for anyone seeking a concise introduction to

the identification of gifted students, this book is designed to offer administrators, teachers, and parents an overview of the critical issues in building effective identification procedures. This book overviews definitions and characteristics of gifted students, qualitative and quantitative assessment, using multiple assessments, identification procedures, and decision making about placement. This is one of the books in Prufrock Press' popular Practical Strategies Series in Gifted Education. This series offers a unique collection of tightly focused books that provide a concise, practical introduction to important topics concerning the education of gifted children. The guides offer a perfect beginner's introduction to key information about gifted and talented education.

gifted student identification: Characteristics and Identification of Gifted and Talented Students Frederick B. Tuttle, Laurence A. Becker, 1980 The document on characteristics and identification, is the first book in a multimedia program Educating the Gifted and Talented, a series designed to provide background information, supplementary materials, workshop activities, and discussion questions for individuals and teachers who work or are preparing to work with gifted and talented students. An initial section discusses some of the characteristics of gifted and talented students by focusing on individual abilities, interests, and needs and by encouraging the reader to look closely at specific students. Addressed are indicators of giftedness, problems encountered by the gifted, and the problems of definition. Supplementary materials for this section include lists of characteristics of creative gifted children, some general characteristics of gifted children, and behaviors in six talent areas. Five teacher activities are explained to help explore the underlying issues to be considered when examining characteristics of gifted individuals. A second section introduces instruments and procedures for identification and contains sample identification instruments and materials (scales, teacher checklists, questionnaires and inventories, creativity measures); sources of instruments; and a list of references. Among the instruments and materials cited are the Checklist for Culturally Disadvantaged Underachieving Mentally Gifted Minors and the Autobiographical Questionnaire. Three teacher activities related to identification conclude the document. (SBH)

gifted student identification: Scales for Identifying Gifted Students (SIGS-2) Gail R. Ryser, Kathleen McConnell, Laila Y. Sanguras, Todd Kettler, 2021-09-03 Scales for Identifying Gifted Students-Second Edition (SIGS-2) offers the most comprehensive observational instrument available for identifying gifted students grades K-12. Used as part of a comprehensive process for identifying gifted children, SIGS-2 offers schools an instrument with extensive statistical and research support. This Examiner's Manual includes the information the examiner needs to administer, score, and interpret the SIGS-2. Information relating to the standardization, reliability, and validity of the SIGS-2 is also found in the manual. To explore the full collection of SIGS-2 print and online resources, please visit: <https://www.routledge.com/go/scales-for-identifying-gifted-students-sigs>.

gifted student identification: Identifying Gifted Students Susan K. Johnsen, 2021-09-09 This revision of Identifying Gifted Students: A Practical Guide is aligned with both the updated National Association for Gifted Children (NAGC) Pre-K-Grade 12 Gifted Programming Standards and the NAGC and The Association for the Gifted, Council for Exceptional Children (CEC-TAG) professional development standards. This book is relevant in any state or setting that intends to meet these national standards and uses multiple assessments to identify gifted students within an increasingly diverse population. Designed for practicing professionals, such as teachers, counselors, psychologists, and administrators, Identifying Gifted Students addresses definitions, models, and characteristics of gifted students; qualitative and quantitative approaches to assessment; culturally fair and nonbiased assessment; and how to evaluate the effectiveness of identification procedures. In addition, the book provides an updated summary of all major assessment instruments, including scoring information, reliability, and validity.

gifted student identification: Assessment of Giftedness Julie Lamb Milligan, 2007-09 What tests are used to identify giftedness? How are decisions made about placement and services after a battery of tests have been administered? Beyond standardized testing, how do students qualify for services? A guide for parents, teachers, and university students seeking to identify and/or work with

the gifted. It conveys: a history of assessing and identifying giftedness traditional and non-traditional measures for identifying the gifted procedures and test instruments used for appropriate and accurate assessment guidance for identifying giftedness among subpopulations methods for recognizing giftedness in the primary grades the importance of classroom teachers in the assessment process It also provides: many practical classroom ideas and activities for nurturing potential giftedness an Activity Book for students and teachers for each chapter About the author: Julie Lamb Milligan is an associate professor at Arkansas State University. She was for eighteen years a teacher and administrator in school districts throughout Arkansas before becoming a professor of education at the university. Dr. Milligan's Ph.D. in gifted education and curriculum and instruction is from Kent State University. In the past decade she has published numerous articles in professional journals and publications that concern themselves with educating the gifted.

gifted student identification: Gifted Students, Identification Techniques and Program Organization Heather S. Doob, Educational Research Service (Arlington, Va.), 1975

gifted student identification: *Identification of Students for Gifted and Talented Programs* Joseph S. Renzulli, Sally M. Reis, Series Editor, 2004-03-06 Focuses on one of the most widely debated topics in the field, addressing the challenges educators face in attempting to accurately identify gifted and talented students.

gifted student identification: Teaching Gifted Students with Disabilities Susan K. Johnsen, James Kendrick, 2005 Grades 4-6

gifted student identification: *Gifted Education and Gifted Students* Kelly Margot, Jacque Melin, 2021-09-09 Although most teacher education programs offer classes on special education and English language learners, teachers often do not receive any training in the needs of high-ability students or gifted education practices. This book:

gifted student identification: *Serving Gifted Students in Rural Settings* Tamra Stambaugh, Susannah M. Wood, 2021-09-23 A cooperative publication of the National Association for Gifted Children and Prufrock Press, *Serving Gifted Students in Rural Settings* provides a framework for educating the gifted in rural settings. The book outlines practical, theoretical, and evidence-supported approaches for understanding, teaching, and leading programs for this unique population. Case study vignettes and practical ideas for administrators and teachers are combined with theoretical applications. The first of three sections in the book outlines the various philosophies and current status of rural education. The second section focuses on practical strategies and evidence-supported approaches for identifying and serving rural gifted students based on their unique geography. Section three highlights support structures that are necessary for leading and supporting gifted education in rural schools. This book helps bridge the gap existing between rural education and accessible, effective gifted education.

gifted student identification: Creating Equitable Services for the Gifted: Protocols for Identification, Implementation, and Evaluation Nyberg, Julia L., Manzone, Jessica A., 2021-11-12 Given the importance of the development of intellectualism and the need to ensure equity and access to learning experiences, educators at all levels must be aware of research-based protocols to identify, serve, and evaluate programs for diverse gifted learners. It is essential to understand how gifted education can increase equity in identification practices for historically underrepresented groups, what the specific curricular opportunities are that must be provided to learners to develop gifted programs, and what the key considerations are to the design and implementation of authentic and equitable programs for gifted learners. *Creating Equitable Services for the Gifted: Protocols for Identification, Implementation, and Evaluation* curates cutting-edge protocols in the field of gifted education related to the areas of equitable identification, implementation of services, and programmatic assessment. These protocols seek to initiate discussion and critical discourse regarding diverse gifted learners among higher education faculty, state department personnel, district administrators, and classroom teachers. Covering topics such as digital differentiation, equitable assessment, and STEM education, this text is ideal for teacher education programs, preparation programs, university degree programs, university credential

programs, certificate programs, faculty, graduate students, state departments of education, superintendents, coordinators, administrators, teachers, professors, academicians, and researchers.

gifted student identification: Minority Students in Special and Gifted Education National Research Council, Division of Behavioral and Social Sciences and Education, Board on Behavioral, Cognitive, and Sensory Sciences, Committee on Minority Representation in Special Education, 2002-08-30 Special education and gifted and talented programs were designed for children whose educational needs are not well met in regular classrooms. From their inceptions, these programs have had disproportionate representation of racial and ethnic minority students. What causes this disproportion? Is it a problem? *Minority Students in Special and Gifted Education* considers possible contributors to that disparity, including early biological and environmental influences and inequities in opportunities for preschool and K-12 education, as well as the possibilities of bias in the referral and assessment system that leads to placement in special programs. It examines the data on early childhood experience, on differences in educational opportunity, and on referral and placement. The book also considers whether disproportionate representation should be considered a problem. Do special education programs provide valuable educational services, or do they set students off on a path of lower educational expectations? Would students not now placed in gifted and talented programs benefit from raised expectations, more rigorous classes, and the gifted label, or would they suffer failure in classes for which they are unprepared? By examining this important problem in U.S. education and making recommendations for early intervention and general education, as well as for changes in referral and assessment processes, *Minority Students in Special and Gifted Education* will be an indispensable resource to educators throughout the nation, as well as to policy makers at all levels, from schools and school districts to the state and federal governments.

gifted student identification: Practice Vs. Theory and Policy: A Study of Student Identification for Gifted Placement Sandra Sabatino-Buldo, 2009 Educational systems exist to provide academic programs to all students. Students who demonstrate, or show potential for high-level functioning may require specialized programming. Much attention has been paid to defining giftedness and developing assessment tools for use in identifying gifted students. Individual schools and school districts often have policy statements about gifted education and many offer specialized programs for students identified as gifted. However, how students are actually selected by schools for inclusion in those programs does not necessarily match either the schools' policies or the conceptions of giftedness in the literature. This study provides a detailed examination of the identification policies and practices of one school district and, through the analysis of records for 73 students, of the characteristics of the students who were nominated and those who were identified as gifted. Complexities associated with adopting theory, creating policy, and implementing practices in gifted education are discussed.

gifted student identification: Identification Scott Hunsaker, 2023-05-31 Editor Scott L. Hunsaker's new volume sheds much-needed light on the process of identifying students for gifted education services, a topic surrounded by controversy and confusion. With contributions from leading experts in the field, *Identification* takes an in-depth look at the research and practice of identification of gifted and talented students. Each of the four sections tackles an important aspect of the issue: Theoretical Foundations, Professional Foundations, Identification Practice, and Instrumentation. The text presents multiple points of view and does not shy away from thorny issues such as the theory-practice gap, underrepresentation of diverse populations, identification as status bestowal rather than assessment process, rigidity in use of processes and instruments, the search for the magic-bullet test, and the validity of nonverbal intelligence tests. Whether you are an administrator, teacher, gifted education specialist, professor, or parent, *Identification* will offer you insight presented nowhere else.

gifted student identification: Gifted and Talented Children with Special Educational Needs Diane Montgomery, 2013-05-13 Gifted pupils who also have special needs often receive provision for the special need whilst the giftedness is overlooked. Children with such double exceptionality can become depressed, frustrated and misbehave, and may not fulfil their potential.

Based on international research and practice, this practical text enables the reader to identify highly able pupils with special needs, such as ADHD, dyspraxia, dyslexia and Downs Syndrome, and then make provision for them within the mainstream school. The book offers three emerging themes: creating a positive, constructive and supportive learning environment; offering a cognitively challenging curriculum; and engaging the learners in partnership to understand and manage their learning support. Whilst aimed mainly at teachers and students at both primary and secondary levels, this book should also be of interest to educators, researchers and educational psychologists.

gifted student identification: Twice-Exceptional Gifted Children Beverly A. Trail, 2022-03-24
Twice-Exceptional Gifted Children, Second Edition provides informed recommendations for improving screening, identification, and services for gifted students with disabilities. This essential resource equips educators with an overview of who these students are, how teachers can tap into their strengths and support their weaknesses, and educational strategies to help them succeed in school and beyond. Thoroughly revised and updated to reflect the latest research and advances in the field, the Second Edition includes new content outlining the positive and negative impacts of Response to Intervention (RtI) on twice-exceptional learners and recommends comprehensive assessments to identify their strengths and challenges, determine significant discrepancies in abilities, and evaluate any impacts on their learning and academic performance. This new edition also includes revised recommendations for screening and identifying twice-exceptional students, critical insights for understanding and supporting mental health issues, and updated analysis from the DSM-5 for Autism Spectrum Disorder, Specific Learning Disorder, and ADHD. Ideal for teachers, coaches, and administrators looking to better understand their most talented learners, the fresh strategies, updated definitions, and comprehensive assessments included in this book will ensure that twice-exceptional gifted students don't just survive in the classroom, but thrive.

Related to gifted student identification

"gifted" movie discussion - warning: SPOILERS! - Gifted Issues If you have seen the movie "gifted" and want to discuss specific scenes, this discussion thread is for you! Great suggestion, LAF. If you have NOT seen the movie, rather than reading this

What does the SAT really measure? - Gifted Issues Discussion Forum This is the subject of ongoing debate at the leadership level of my kids' private school. The school rarely produces a NMSF despite being a pricey "college prep" day school.

MAP testing and RIT scores - Gifted Issues Discussion Forum Links The is a national nonprofit dedicated to supporting profoundly gifted students through the following programs: Fellows Scholarship Young Scholars Davidson Academy

Gifted and Talented program decision appeal We have recently moved to Texas and our children are in public school for the first time. They were recommended to test for the Gifted and Talented Program. DD(9) is very

AOPS vs Russian School Of Math - Gifted Issues Discussion Forum Has anyone tried out both AOPS and Russian School of Math (RSM). They both claim similar problem solving goals. So was looking at pros and cons beyond the fact that one

Gifted with Slow Processing Speed Help Links Learn about - for profoundly gifted students living anywhere in the U.S. & Canada. The is a national nonprofit dedicated to supporting profoundly gifted students through

MAP testing and RIT scores - Gifted Issues Discussion Forum Learn about Davidson Academy Online - for profoundly gifted students living anywhere in the U.S. & Canada. The Davidson Institute is a national nonprofit dedicated to

Am I A Gifted Adult - Gifted Issues Discussion Forum Learn about - for profoundly gifted students living anywhere in the U.S. & Canada. The Davidson Institute is a national nonprofit dedicated to supporting profoundly gifted

How far ahead in math are gifted kids typically? Typically, how far ahead in elementary math are moderately, gifted and highly gifted math kids? (Humor me I know there are a lot of factors

involved but let's just keep it as

Help interpreting WISC-V Results - Gifted Issues Discussion Forum Some background: DS (7) scored 81st percentile on the OLSAT (88th verbal, 62nd non-verbal), administered to all first graders, which didn't qualify him for further eval for the

"gifted" movie discussion - warning: SPOILERS! - Gifted Issues If you have seen the movie "gifted" and want to discuss specific scenes, this discussion thread is for you! Great suggestion, LAF. If you have NOT seen the movie, rather than reading this

What does the SAT really measure? - Gifted Issues Discussion Forum This is the subject of ongoing debate at the leadership level of my kids' private school. The school rarely produces a NMSF despite being a pricey "college prep" day school.

MAP testing and RIT scores - Gifted Issues Discussion Forum Links The is a national nonprofit dedicated to supporting profoundly gifted students through the following programs: Fellows Scholarship Young Scholars Davidson Academy

Gifted and Talented program decision appeal We have recently moved to Texas and our children are in public school for the first time. They were recommended to test for the Gifted and Talented Program. DD(9) is very

AOPS vs Russian School Of Math - Gifted Issues Discussion Forum Has anyone tried out both AOPS and Russian School of Math (RSM). They both claim similar problem solving goals. So was looking at pros and cons beyond the fact that one

Gifted with Slow Processing Speed Help Links Learn about - for profoundly gifted students living anywhere in the U.S. & Canada. The is a national nonprofit dedicated to supporting profoundly gifted students through

MAP testing and RIT scores - Gifted Issues Discussion Forum Learn about Davidson Academy Online - for profoundly gifted students living anywhere in the U.S. & Canada. The Davidson Institute is a national nonprofit dedicated to

Am I A Gifted Adult - Gifted Issues Discussion Forum Learn about - for profoundly gifted students living anywhere in the U.S. & Canada. The Davidson Institute is a national nonprofit dedicated to supporting profoundly gifted

How far ahead in math are gifted kids typically? Typically, how far ahead in elementary math are moderately, gifted and highly gifted math kids? (Humor me I know there are a lot of factors involved but let's just keep it as

Help interpreting WISC-V Results - Gifted Issues Discussion Forum Some background: DS (7) scored 81st percentile on the OLSAT (88th verbal, 62nd non-verbal), administered to all first graders, which didn't qualify him for further eval for the

"gifted" movie discussion - warning: SPOILERS! - Gifted Issues If you have seen the movie "gifted" and want to discuss specific scenes, this discussion thread is for you! Great suggestion, LAF. If you have NOT seen the movie, rather than reading this

What does the SAT really measure? - Gifted Issues Discussion Forum This is the subject of ongoing debate at the leadership level of my kids' private school. The school rarely produces a NMSF despite being a pricey "college prep" day school.

MAP testing and RIT scores - Gifted Issues Discussion Forum Links The is a national nonprofit dedicated to supporting profoundly gifted students through the following programs: Fellows Scholarship Young Scholars Davidson Academy

Gifted and Talented program decision appeal We have recently moved to Texas and our children are in public school for the first time. They were recommended to test for the Gifted and Talented Program. DD(9) is very

AOPS vs Russian School Of Math - Gifted Issues Discussion Forum Has anyone tried out both AOPS and Russian School of Math (RSM). They both claim similar problem solving goals. So was looking at pros and cons beyond the fact that one

Gifted with Slow Processing Speed Help Links Learn about - for profoundly gifted students living anywhere in the U.S. & Canada. The is a national nonprofit dedicated to supporting profoundly

gifted students through

MAP testing and RIT scores - Gifted Issues Discussion Forum Learn about Davidson Academy Online - for profoundly gifted students living anywhere in the U.S. & Canada. The Davidson Institute is a national nonprofit dedicated to

Am I A Gifted Adult - Gifted Issues Discussion Forum Learn about - for profoundly gifted students living anywhere in the U.S. & Canada. The Davidson Institute is a national nonprofit dedicated to supporting profoundly gifted

How far ahead in math are gifted kids typically? Typically, how far ahead in elementary math are moderately, gifted and highly gifted math kids? (Humor meI know there are a lot of factors involved but let's just keep it as

Help interpreting WISC-V Results - Gifted Issues Discussion Forum Some background: DS (7) scored 81st percentile on the OLSAT (88th verbal, 62nd non-verbal), administered to all first graders, which didn't qualify him for further eval for the

"gifted" movie discussion - warning: SPOILERS! - Gifted Issues If you have seen the movie "gifted" and want to discuss specific scenes, this discussion thread is for you! Great suggestion, LAF. If you have NOT seen the movie, rather than reading this

What does the SAT really measure? - Gifted Issues Discussion Forum This is the subject of ongoing debate at the leadership level of my kids' private school. The school rarely produces a NMSF despite being a pricey "college prep" day school.

MAP testing and RIT scores - Gifted Issues Discussion Forum Links The is a national nonprofit dedicated to supporting profoundly gifted students through the following programs: Fellows Scholarship Young Scholars Davidson Academy

Gifted and Talented program decision appeal We have recently moved to Texas and our children are in public school for the first time. They were recommended to test for the Gifted and Talented Program. DD(9) is very

AOPS vs Russian School Of Math - Gifted Issues Discussion Forum Has anyone tried out both AOPS and Russian School of Math (RSM). They both claim similar problem solving goals. So was looking at pros and cons beyond the fact that one

Gifted with Slow Processing Speed Help Links Learn about - for profoundly gifted students living anywhere in the U.S. & Canada. The is a national nonprofit dedicated to supporting profoundly gifted students through

MAP testing and RIT scores - Gifted Issues Discussion Forum Learn about Davidson Academy Online - for profoundly gifted students living anywhere in the U.S. & Canada. The Davidson Institute is a national nonprofit dedicated to

Am I A Gifted Adult - Gifted Issues Discussion Forum Learn about - for profoundly gifted students living anywhere in the U.S. & Canada. The Davidson Institute is a national nonprofit dedicated to supporting profoundly gifted

How far ahead in math are gifted kids typically? Typically, how far ahead in elementary math are moderately, gifted and highly gifted math kids? (Humor meI know there are a lot of factors involved but let's just keep it as

Help interpreting WISC-V Results - Gifted Issues Discussion Forum Some background: DS (7) scored 81st percentile on the OLSAT (88th verbal, 62nd non-verbal), administered to all first graders, which didn't qualify him for further eval for the

Back to Home: <https://ns2.kelisto.es>