

# Curriculum provision to gifted and talented students



The requirements for curriculum provision to gifted and talented students are specified in the [P-12 curriculum, assessment and reporting framework](#); additional information is provided below.

## Defining 'gifted' and 'talented'

The following definitions reflect the distinction between potential and performance. They recognise the factors involved in developing a student's giftedness into talent.

Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Giftedness designates the possession and the use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers in the school.

Talented students are those whose skills are above average in one or more areas of performance. Talent designates the outstanding mastery of abilities over a significant period of time. These are called competencies (knowledge and skills). Outstanding mastery is evident in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers in the school who are or have been active in that field.<sup>1</sup>

## Collaborative management of curriculum provision

A collaborative team approach is used in the management of curriculum provision to gifted and talented students to provide consistent and continuous identification processes school-wide. This team oversees the support of student learning and:

- establishes identification and provision processes for gifted and talented students at the school
- monitors these processes
- negotiates and endorses a course of action for each student
- establishes a school-wide process for determining whether acceleration (year advancement) is appropriate when planning provision for a student already identified as gifted and talented and whose needs are not being met through differentiation and enrichment.
- ensures the maintenance of ongoing monitoring and comprehensive records.

As appropriate to the school context, this team provides a range of expertise and could include:

- the principal (or other school administrator)
- a teacher with expertise in gifted and talented education
- teachers who have undergone professional development in gifted and talented education
- the Guidance Officer
- Support Teacher (Literacy and Numeracy).

In small schools, or in rural/remote areas, the team may include personnel working across a cluster of schools or at regional level.

<sup>1</sup> Gagné, F. Transforming gifts into talents: The DMGT as a developmental theory. In N. Colangelo & G.A. Davis (Eds.), *Handbook of gifted education* (3rd ed., pp. 60–74). Boston: Allyn & Bacon, 2003.

Gagné, F. Building gifts into talents: Brief overview of the DMGT2.0 paper presented at QAGTC lecture April 2008.

## Identification

Teachers plan for the fact that students who are gifted or talented in one or more domains are present in every school. These students are identified, using data from a range of sources. The identification process ensures gifted and talented students are not educationally disadvantaged on the basis of racial, cultural or socio-economic background, physical or sensory disability, geographical location or gender.

Knowledge of the characteristics of gifted and talented students (described in Attachment 1) will assist teachers to identify and support these students with appropriate strategies.

A recommended process for identification is described in Attachment 2.

## Curriculum provision

For gifted and talented students, teachers deliver the curriculum at a level, pace, degree of abstraction and complexity beyond learning expectations for their age peers. Curriculum provision for gifted and talented students addresses their specific learning needs such as:

- a faster pace
- processing more complex information and use of higher order thinking
- opportunities to engage in learning with students of the same or higher ability
- opportunities to undertake challenging work which enables them to develop strategies for persevering with difficult problems.

Many gifted and talented students can be catered for through a differentiated curriculum and through enrichment. However, for those whose needs are not being met through differentiation or extension, other options such as acceleration are considered. Further advice is provided in [A whole school approach to support student learning](#).

### Acceleration to a higher year-level curriculum

For highly gifted students, accelerated progression to a higher year-level curriculum may be appropriate – either in one or more subjects or for the full curriculum. A useful process for considering acceleration is described in Attachment 3.

Decisions regarding the provision of a higher year-level curriculum and achievement standard, in one or more subjects/learning areas are:

- based on quantitative and qualitative evidence that it is appropriate for this student
- made in consultation with parents (and students where appropriate)
- reviewed following a minimum of six weeks trial of the accelerated placement (to ensure that the placement matches the needs, interests and abilities of the student).

Provision of a higher year-level curriculum may involve:

- learning area/subject acceleration
- full year-level acceleration (year advancement or ‘accelerated progression’).

This provision is documented in an Individual Curriculum Plan. The recommended process and content of this plan is provided in [A whole school approach to support student learning](#).

### Acceleration to Senior secondary

For students accelerated to senior secondary for one or more subjects or for full year-level advancement, schools comply with Queensland Curriculum and Assessment Authority (QCAA) moderation and certification procedures.

The QCAA term *Variable progression rate* (VPR) includes accelerated students. All VPR students must:

- be part of a cohort that is subject to the processes of QCAA senior externally moderated, school-based assessment
- complete moderation processes with the cohort with whom they study the subject

- be included on Forms R6 and/or Forms R12 with the subject cohorts with whom they exit their school at the completion of Year 12.

The above requirement and further procedures for schools are specified in the QCAA's [A–Z of Senior Moderation](#) (Section 3.4 page 48).

## **Reporting to parents**

Students are assessed and reported against the achievement standard for the year-level curriculum they are taught.

Students who have been accelerated receive reports on their achievement against the achievement standard for the year-level curriculum taught. The year-level curriculum will have been identified in their Individual Curriculum Plan and previously agreed by parents.

For students provided a higher year-level curriculum in one or more learning areas/subjects (but not the whole curriculum) teachers create a report using the OneSchool SER module. In the comments section of the OneSchool report template teachers indicate the particular year-level curriculum that the student has been provided, for each learning area/subject, during that reporting period. (This provision will have been previously negotiated with parents.)

Students who are fully accelerated to a higher year level are reported on as part of that year-level cohort. For example, a Year 8 student who is fully accelerated to Year 9 will receive a report of their achievement against Year 9 curriculum and as part of the Year 9 cohort.

## **Documentation**

The school maintains ongoing records of all students identified as gifted and talented. Records include:

- identification process
- curriculum provision
- communication with parents and others across the years of schooling.

These records can be maintained in OneSchool.

## Attachment 1

### Characteristics of gifted and talented students

Students who are gifted and talented in one or more domains are present in every school and across all groups of learners, including:

- underachievers
- students requiring learning support
- students with disability
- students from non-English speaking backgrounds
- students from culturally diverse backgrounds
- socio-economically disadvantaged students
- geographically isolated students.

It is important for all teachers, principals, guidance officers, as well as parents to be aware of the characteristics of gifted students so that these students are identified and supported with appropriate strategies.

Typical characteristics which may indicate giftedness include:

- Shows superior reasoning powers and marked ability to handle ideas; can generalise readily from specific facts and can see subtle relationships; has outstanding problem-solving ability.
- Shows persistent intellectual curiosity; asks searching questions; shows exceptional interest in the nature of man and the universe.
- Has a wide range of interests, often of an intellectual kind; develops one or more interests to considerable depth.
- Is markedly superior in quality and quantity of written and/or spoken vocabulary; is interested in the subtleties of words and their uses.
- Reads avidly and absorbs books well beyond his or her years.
- Learns quickly and easily and retains what is learned; recalls important details, concepts and principles; comprehends readily.
- Shows insight into arithmetical problems that require careful reasoning and grasps mathematical concepts readily.
- Shows creative ability or imaginative expression in such things as music, art, dance, drama; shows sensitivity and finesse in rhythm, movement, and bodily control.
- Sustains concentration for lengthy periods and shows outstanding responsibility and independence in classroom work.
- Sets realistically high standards for self; is self-critical in evaluating and correcting his or her own efforts.
- Shows initiative and originality in intellectual work; shows flexibility in thinking and considers problems from a number of viewpoints.
- Observes keenly and is responsive to new ideas.
- Shows social poise and an ability to communicate with adults in a mature way.
- Gets excitement and pleasure from intellectual challenge; shows an alert and subtle sense of humour.<sup>2</sup>

Note: Not all gifted students will display all of these characteristics, all of the time.

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<sup>2</sup> <http://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals>

## Attachment 2

### Identification — a recommended process

Use a team approach to provide consistent and continuous identification processes school-wide.

The following four-step identification process ensures data-collection processes are reliable and valid.

The information gathered from the first two steps, below, is used to create a profile of the student. This profile is used to refer the student to the school support team. It informs decisions about how best to support the student's learning.

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| <b>1. Teachers use current data from school-based screening and assessment</b>                       | Teachers collect data on all students from school-based screening and assessment.<br>Use data from a range of sources which show the student's current performance e.g. <ul style="list-style-type: none"><li>• screening tests</li><li>• standardised tests</li><li>• teacher created tests</li><li>• NAPLAN (as an additional data source).</li></ul>  |
| <b>2. Teachers collect data using checklists for gifted and talented</b>                             | Gather a range of evaluative judgments about the student by using checklists with parents, teachers, peers and the students themselves.  |
| <b>3. Guidance Officer and classroom teacher collect data using ability and academic assessments</b> | Off-level testing – Support Teacher (Literacy and Numeracy) or classroom teacher: <ul style="list-style-type: none"><li>• applies standardised tests as in school-based screening (Step 1) but at a level above the current grade of the student</li><li>• identifies the extent of a student's knowledge or skill in an area of giftedness or talent.</li></ul> Aptitude tests measure a student's potential to perform well academically. These tests assess performance in school-based tasks. Some aptitude tests can only be administered by Guidance Officers. Request advice from regional Senior Guidance Officer. |
| <b>4. Guidance Officer collects data using cognitive assessments</b>                                 | IQ or cognitive assessment or other assessment as deemed necessary by the school guidance officer to: <ul style="list-style-type: none"><li>• provide information on a student's potential to perform well academically</li><li>• establish level of giftedness and talent for appropriate provision</li><li>• determine suitability for accelerated or special placement.</li></ul>   |

## Attachment 3

### Acceleration

Acceleration allows gifted and talented students to progress through an educational program at a faster rate than their age peers.

Acceleration can be provided through:

- Ability groupings within the class — may work on higher year-level curriculum for some learning areas, in regular classroom setting.
- Curriculum compacting — the purpose of curriculum compacting is to reduce the amount of repetition that the student receives. Pre-assessment determines year level proficiency in a learning area and enables the teacher to provide enrichment or accelerated options.
- Telescoping the curriculum which involves reducing the time a student, or group of students, take to complete the school curriculum, for example, completes one year in a semester or three years in two.
- Subject acceleration — in one or more learning areas. This can occur within the school, across primary and secondary schools, or across a secondary school and a tertiary institution.
- Year-level skipping — placement at a higher year level for the whole curriculum.
- Radical acceleration — placement at a year level that is two or more years higher than current placement.
- Early entry to Prep, secondary or tertiary education.

Acceleration can address particular students' need for a faster pace of learning. However differentiation of content, process, product and learning environment is still required, to address the student's overall learning needs. Carefully planned acceleration works for appropriately identified students, in well-prepared settings.

#### **A recommended process for considering year level advancement**

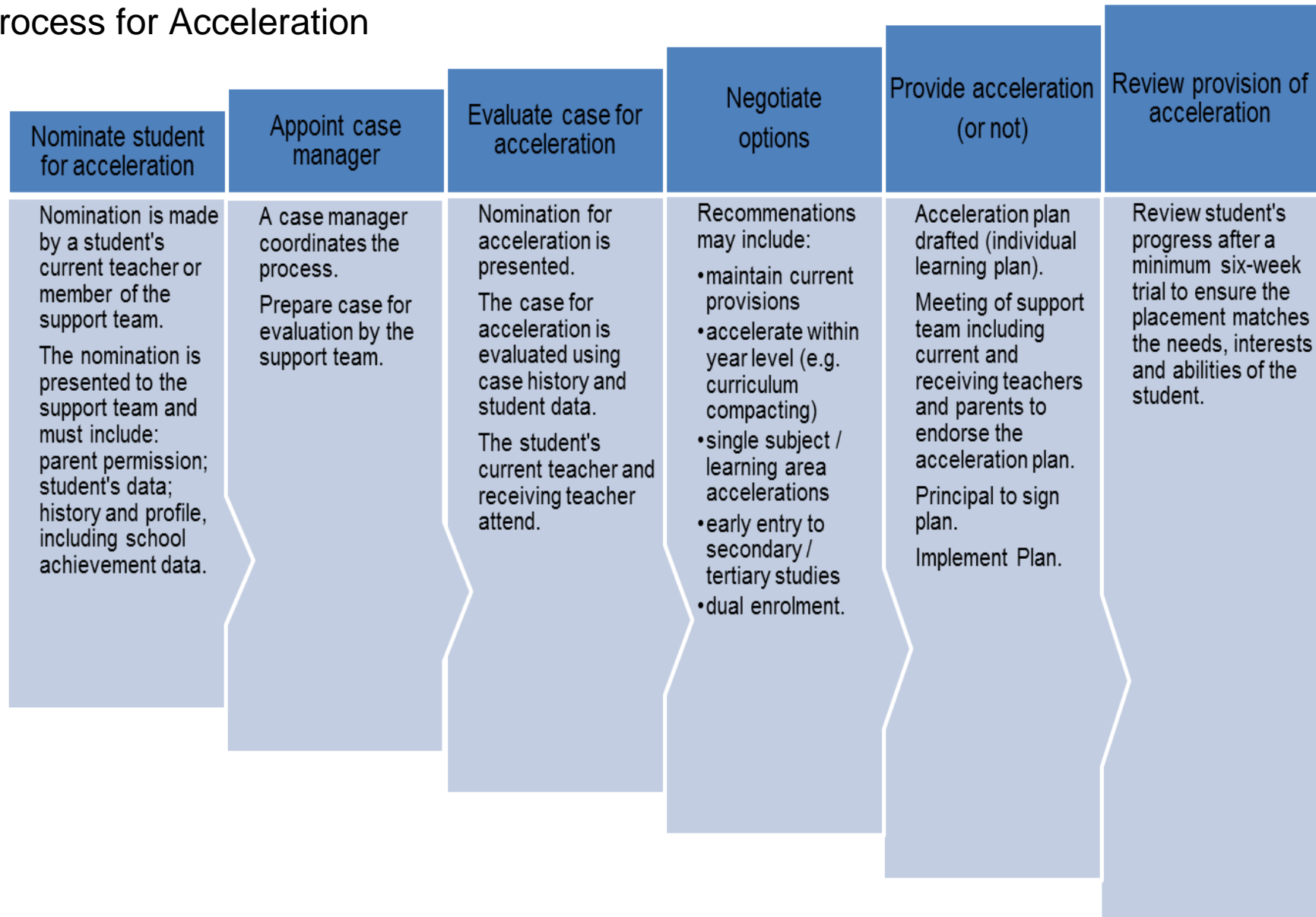
The steps outlined in the *Process for Acceleration* (see Page 7) are useful to determine whether, or not, year level advancement is appropriate for a student already identified as gifted and talented and whose needs are not being met through differentiation and enrichment.

[Guidelines for developing an Academic Acceleration Policy](#)<sup>3</sup> is a useful resource to support the process for acceleration.

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<sup>3</sup> Colangelo et al [Guidelines for developing an Academic Acceleration Policy](#) 2009

# Process for Acceleration



# Kurwongbah State School



## GATE Action Plan



# Kurwongbah State School

## Gifted and Talented Education Action Plan

### Relevant Documents

Documents underpinning the Gifted and Talented Education Action Plan are:

- P-12 Curriculum, Assessment and Reporting Framework
- Curriculum provision to gifted and talented students policy
- Kurwongbah SS Whole School Approach to Differentiated Teaching and Learning Framework
- Gagné's Model of Differentiation for Giftedness and Talent
- Whole School Thinking Skills Program
- DOEMS

### Rationale

Kurwongbah State School

- recognizes the presence and the needs of gifted and talented students.
- aims to provide appropriately for gifted and talented students.

### Purpose

The purpose of the action plan is to maximize the educational outcomes for gifted and talented students. The Action Plan outlines a program of **intervention** and **extension**, allowing students to advance their skills, knowledge and processes to meet their potential for success and improved development.

### Goals

- To optimize the development of the potential of each gifted or talented student.
- To promote the development of a flexible approach to the education of students' superior abilities.
- To promote in the school community the awareness and understanding of giftedness and talent.
- To develop effective partnerships with parents in supporting quality educational outcomes for gifted and talented students.

### Definition and Characteristics

This definition of giftedness and talent is based on Gagné's (2003) Differentiated Model of Giftedness and Talent.

**Gifted students** are those whose potential is distinctly above average (in the top 10%) in one or more of the following domains of human ability: intellectual, creative, social and physical.

**Talented students** are those whose skills are distinctly above average (in the top 10%) in one or more areas of human performance.

In order to develop talents, gifted students need to be given appropriate opportunities for learning, training and practice.

Like all children, gifted students should be able to access the best possible learning opportunities for them. An understanding of the nature of giftedness is fundamental in driving identification and provision for the gifted.

Children who are gifted are as diverse and individual as any who are grouped according to their commonalities. To know who the gifted are, the cognitive and affective characteristics commonly

displayed by them should be explored. Distinguishing features of the gifted become apparent from an early age. As giftedness is both developmental and diverse, not all gifted students will display all of these characteristics.

Common cognitive (learning) characteristics include:

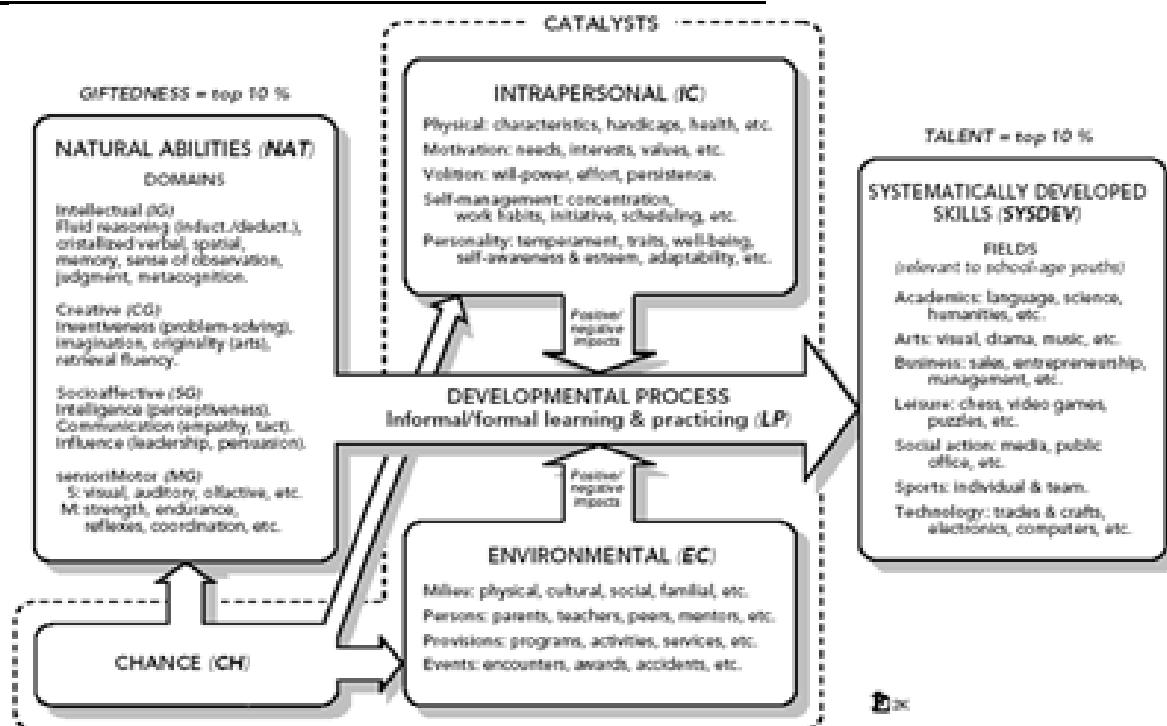
- ability to understand and use abstract symbol systems at much younger ages than usual
- ability to ask reflective and probing questions
- being absorbed in work that they find interesting
- exceptional memory
- rapid pace of learning
- dislike of slow-paced work
- advanced reasoning ability
- complex thought processes
- vivid imagination
- passion for learning
- capacity for reflection

Common affective (social emotional) characteristics include:

- emotional intensity
- well developed sense of justice and fairness
- ability to empathise with the feelings of others
- unusually mature sense of humour
- preference for the companionship of older children
- perfectionist tendencies
- acute self awareness

(accessed from: <http://www.learningplace.com.au/deliver/content.asp?pid=33313> 11.07.07)

### Gagné's Model of Differentiation for Giftedness and Talent



## **Identification**

### **Whole School Approach**

At Kurwongbah State School identification of gifted and talented students is an ongoing process that is supported by:

- Thinking Skills Programs
- Ongoing Professional Development of the staff
- Staff and community awareness of the characteristics of gifted and talented students
- A rich school environment (curricula and extra-curricula activities) that allows student's gifts and talents to emerge and develop.

### **Identification and Support Process for Gifted Students**

At Kurwongbah, identification of gifted students is an ongoing process. This *Identification and Support Process for Gifted Students* is generally initiated by the classroom teachers. It outlines the steps involved in identifying gifted students at Kurwongbah as well as providing a guide to determining the appropriate level of support that may be required. This process is facilitated and monitored by the STEM/Enrichment teacher in conjunction with the Student Services Team and cohort teaching teams.

To further support the identification process Education Queensland recommends the use of The Saylor Questionnaires (for teachers and parents) developed by Michael Saylor (Harrison, C. 1999, Appendix B, Giftedness in Early Childhood, Inscript Publishing, Sydney)

- Saylor: Gifted and Talented Checklist for Teachers
- Saylor: Gifted and Talented Checklist for Parents
- Saylor: Gifted and Talented Checklist for Parents (Young Children)
- Request For Support Form for Classroom Teachers

This form (28KB, MS Word) is used by classroom teachers to record specific details about personal and academic aspects of an individual student who has been referred for the above process. Once completed, the form is returned to the Support Teacher- Gifted and Talented who compiles the information on a Student Profile Form within the GATE Student File.

- Class Overview Sheet

The Class Overview differentiation surfboard is a handy interactive tool that teachers can use to determine which students require support with various options of curriculum content, process, product and environment concepts to choose from. This can be used each term to contribute to ongoing identification and support of gifted students. It is available in:G/drive.

### **Individual Student Support**

The Gifted and Talented Education Support and Identification Process as shown on the following page, outlines the process that is used for individual cases.

# KURWONGBAH STATE SCHOOL

## GIFTED AND TALENTED SUPPORT AND IDENTIFICATION PROCESS

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| <p><b>STEP ONE</b></p> <p><b>Teacher/Parent Nomination:</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Anecdotal Records</li> <li>• Experiences</li> </ul> |
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| <p><b>STEP TWO:</b></p> <ul style="list-style-type: none"> <li>• Initial Discussion with Administration.</li> <li>• Class teacher to complete Referral Form and <b>G&amp;T Student Profile</b> and return to the ST- G&amp;T.</li> <li>• Gifted and Talented Program Manager and Class Teacher to attend Referral Meeting and completed Referral Form discussed.</li> <li>• Referral Committee to determine what further information is required. Further information to be gathered using tools outlined below.</li> </ul> |
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| <p><b>STEP THREE: Further information to be gathered using identification tools:</b></p> |
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| <p><b>Classroom Teacher:</b></p> <ul style="list-style-type: none"> <li>• Survey; 'Discovering Your SMARTS', Multiple Intelligence Survey &amp; SMARTS Class Record Sheet.</li> <li>• Whole Class Overview Sheet</li> <li>• Checklist of Learning and Behavioural Characteristics common to gifted and talented students, class checklists.</li> <li>• Teacher Questionnaire: 'Things This Child Has Done', Saylor (available at: <a href="http://www.learningplace.com.au/uploads/documents/store/doc_158_1129_saylorchecklist-teachers.pdf">http://www.learningplace.com.au/uploads/documents/store/doc_158_1129_saylorchecklist-teachers.pdf</a>)</li> <li>• Work samples.</li> <li>• Anecdotal Records.</li> </ul> <p><b>Parent:</b></p> <ul style="list-style-type: none"> <li>• Parent Questionnaire: 'Things My Child Has Done', Saylor (available at <a href="http://www.learningplace.com.au/uploads/documents/store/doc_158_1129_saylorchecklist-parents.pdf">http://www.learningplace.com.au/uploads/documents/store/doc_158_1129_saylorchecklist-parents.pdf</a>) .</li> </ul> <p><b>Guidance Officer:</b></p> <ul style="list-style-type: none"> <li>• IQ Assessment.</li> <li>• Social/Emotional</li> </ul> <p><b>Classroom Teacher/Learning Support Teacher/Gifted and Talented Program Manager:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Assessments eg. Neale Analysis, Standardised Test Results, Reading Age etc.</li> </ul> <p><b>External Agent:</b></p> <ul style="list-style-type: none"> <li>• Psychologist Assessment.</li> </ul> <p><b>Information gathered using identification tools to be recorded on Student Profile Forma and to be stored in Student G&amp;T File with G&amp;T Program Manager.</b></p> |
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| <p><b>STEP FOUR:</b> The Special Needs Committee will consider the <b>Referral Form</b><br/>         The Committee, including Gifted and Talented Program Manager will determine the level of support,<br/>         (School Level or Class Level) to be received by the student.</p> |
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| <p><b>IF YES:</b></p> <p><b>School Level Support Required</b></p>  | <p><b>IF NO:</b></p> <p><b>Class Level Support Required</b></p>  |
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| <p><b>STEP ONE:</b> Further information to be Collected by the Class Teacher and the Gifted and Talented Program Manager.</p> <p><b>STEP TWO:</b> Meeting of stakeholders to develop Profile/Support Plan. Include appropriate Strand 3 and 4 level support strategies. (<b>Reference Sheet: A Model for Curriculum Provision for Gifted and Talent Identification</b>)</p> <p><b>STEP THREE:</b> Implement Support Plan . Gifted Education Program Manager to assist with implementation.</p> <p><b>STEP FOUR:</b> Monitor Support Plan through Case Management Process. Classroom Teacher &amp; Support Teacher- Gifted and Talented.</p> <p><b>STEP FIVE:</b> Review Process Implemented.</p> | <p>Needs to be met by the class teacher.</p> <p><b>NOTE:</b> Teachers to keep monitoring student and to revert to first step of process if concerns continue.</p> <p>Classroom Teacher to continue monitoring Through using checklist, anecdotes, work samples and observations.</p> <p><b>Individual Needs to be met through:</b></p> <ul style="list-style-type: none"> <li>• Extra Curricular Activities, eg. Debating, chess, competitions.</li> <li>• Enrichment Events, eg. ACE day, Maths Tournaments.</li> <li>• Classroom Provisions, eg. Thinking Skills, Curriculum Differentiation.</li> </ul> |

## **Profiling**

When a student has been identified a Student Profile Form (See Appendix) is completed by the Support Teacher for Gifted and Talented Education in consultation with the student's parents and classroom teacher. Data from that may be collected in for the profile can include:

- MI Survey
- Checklists
- Reading Age Assessment (Neale Analysis)
- Spelling Age
- IQ Assessment (WISC III)
- Questionnaires (student, teacher, parent)
- Test Results
- Diagnostic Net Results
- Work Samples

Information gathered on the Student Profile Form may be used to develop a **Student Enrichment Plan**. These documents are stored in the student's Gifted and Talented Education File, Classroom Teacher's File, School File and Guidance File. These records are available to school staff, and the information on a particular student may be shared with his or her parents.

## **Tracking**

The **Student Enrichment Plans** are reviewed every term . The focus of the review is to establish the achievement of goals, monitor the progress of the student, and to determine the appropriateness of the current enrichment activities. Ongoing tracking will occur through regular communication between the Support Teacher- Gifted and Talented Education, class teacher, parents and the Principal.

## **School Provision**

In catering for gifted students Kurwongbah State School adopts the Model for Curriculum Provision as stated by Education Queensland. Enrichment activities are provided in through four Strands as detailed below.

### **Strand 1-Expanding Interests**

Activities designed to broaden student interests, identify talents and incorporate the perspectives, contributions and experiences of the full range of students.

### **Strand 2-Enhancing Education**

Activities that introduce students to higher level thinking activities to extend students opportunities to participate in school and regional events or competitions.

### **Strand 3-Implementing Gifted Education**

Challenges that involve inclusive learning/teaching and feeling focused on teaching all students to use advanced skills and processes which match students' learning needs and learning styles.

### **Strand 4-Educating the Gifted**

Individual or small group activities where students are challenged at high levels to further develop their talents to their full potential.

**A Model of Curriculum Provision for Gifted education and talent Identification**  
(based on Zigzag and Unicorn, to be used in conjunction with Student Identification Model)

|  | <b>Strand 1<br/>Expanding Interests</b>  | <b>Strand 2<br/>Enhancing Education</b>  | <b>Strand 3<br/>Implementing Gifted Education</b>  | <b>Strand 4<br/>Educating the Gifted</b>   |
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| <b>STRAND DESCRIPTION</b>                              | Activities designed to broaden student interests, identify talents and incorporate the perspectives, contributions and experiences of the full range of students.  | Activities that introduce students to higher level thinking activities to extend students opportunities to participate in school and regional events or competitions.  | Challenges that involve inclusive learning/teaching and feeling focused on teaching all students to use advanced skills and processes which match students' learning needs and learning styles.  | Individual or small group activities where students are challenged at high levels to further develop their talents to their full potential.  |
| <b>PURPOSE</b>   | To identify students with a high level of interest, talent and motivation who may benefit from opportunities to participate in similar activities at a higher level.   | To identify students, including underachievers, for participation in school teams and withdrawal programs.   | To identify students who need differentiation by implementing gifted education curriculum in all classrooms.   | To identify students who need negotiated, differentiated curriculum (an individualised work program).  |
| <b>PROGRAMS PROVIDING IDENTIFICATION OPPORTUNITIES</b> | <p>Examples:</p> <ul style="list-style-type: none"> <li>Debating Club</li> <li>Chess Club</li> <li>Concerts</li> <li>Competitions</li> <li>Sports days- interschool and inter-house</li> <li>Whole school activity days</li> <li>Swimming carnivals</li> <li>Camps- years 5, 6 and 7</li> <li>Choir</li> <li>Instrumental Performances</li> <li>Musicals</li> <li>Art/Drama Festivals</li> <li>National Competitions- Science, Maths, English, ICTs</li> <li>Whole School Thinking Skills Program</li> <li>Multiple Intelligences</li> <li>Raw Art</li> </ul> <p>(Sometimes these are extra-curricular activities)</p> <p>Participants: any students</p> | <p>Examples:</p> <p><b>G&amp;T Enrichment sessions:</b></p> <ul style="list-style-type: none"> <li>NASA Maths Program</li> <li>EngQuest Competition</li> <li>Energy Safety Competitions</li> <li>Robotics</li> <li>Perspective Drawing Course</li> <li>Innovative application of ICTs- video editing, animations</li> <li>Renewable Energy Kits</li> <li>Simple Machines</li> <li>Optiminds</li> <li>Days of Excellence- DEL, ACE, Fundamentals</li> <li>Buy Smart Competition</li> <li>Maths Challenge Days</li> <li>Mini tournament of Minds</li> <li>Science Days</li> <li>Enrichment Sessions</li> <li>Art Festivals</li> <li>Days of Excellence</li> <li>Leadership courses</li> <li>Game Maker Club</li> </ul> <p>(Community involvement to teach application)</p> <p>Participants: any students</p> | <p>Examples:</p> <p><b>Gifted Education</b></p> <ul style="list-style-type: none"> <li>Enrichment in regular classrooms</li> <li>Modified programming in one or more KLAs</li> <li>Advanced work with deep level of understanding</li> <li>Challenges within contexts</li> <li>Ability grouping</li> <li>Fast-paced content work in the gift area</li> <li>Independent Study (Kaplan Model)</li> <li>Grouping of gifted students with curriculum differentiation</li> </ul> <p><b>Maker Model of Differentiation: Modification of:</b></p> <ul style="list-style-type: none"> <li>Content</li> <li>Abstract concepts</li> <li>Depth, complexity, variety</li> <li>study of methods of enquiry</li> </ul> <p><b>Product</b></p> <ul style="list-style-type: none"> <li>real problems</li> <li>real audiences</li> <li>real deadlines</li> <li>transformations</li> <li>evaluation</li> </ul> <p><b>Process</b></p> <ul style="list-style-type: none"> <li>High level thinking(Bloom)</li> <li>Critical and creative thinking</li> <li>Variable pacing</li> <li>Problem finding and solving</li> </ul> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>student-centred</li> <li>encourage independence</li> <li>open and accepting</li> <li>complex, with variety</li> <li>(after Maker,C.J., 198)</li> </ul> <p><b>Seven categories of differentiation are:</b></p> <ul style="list-style-type: none"> <li>Appropriate speed</li> <li>Cognitive processes</li> <li>Enrichment / extension</li> <li>Personal experience / autonomy</li> <li>Multiple intelligences</li> <li>Deductive thinking</li> <li>Social change (Braggett, E., 1997)</li> </ul> <p>Participants: any students</p> | <p>Examples:</p> <p>Further talents may be observed through:</p> <ul style="list-style-type: none"> <li>Independent Studies</li> <li>Advanced Thinking skills Programs</li> <li>Real Life Investigations</li> <li>Centres for excellence</li> </ul> <p>Negotiation results in individualised curriculum which employs strategies such as :</p> <ul style="list-style-type: none"> <li>Acceleration, including Compaction</li> <li>Monitoring</li> <li>Contracts</li> <li>Extension</li> <li>Dual enrolments</li> </ul> <p>Participants: any students</p> |

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| SELECTION CRITERIA FOR ENTRY INTO EXTENSION/ENRICHMENT PROGRAM | <p>The student will:</p> <ul style="list-style-type: none"> <li>• Display advanced interest</li> <li>• Be an enthusiastic learner</li> <li>• Display motivation and talent</li> </ul> <p>Show potential to participate in a field of study at a higher level</p>  | <p>Selection criteria are in accordance with Frasier's Traits, aptitudes and Behaviours, 1992 and TAGS checklists, 1995. Criteria are in accordance with the skills needed for entry into withdrawal programs,</p> <p><b>Examples:</b></p> <p><b><u>Optiminds</u></b></p> <ul style="list-style-type: none"> <li>• Creativity, Leadership</li> <li>• Problem-solving ability</li> <li>• Communication</li> <li>• Interpersonal Skills</li> </ul> <p><b><u>Thinkfest</u></b></p> <ul style="list-style-type: none"> <li>• Creativity, Curiosity</li> <li>• Problem-Solving ability</li> </ul> <p>Ability to work in groups</p> <p><b><u>Enrichment Session</u></b></p> <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Synthesis</li> <li>• Evaluation</li> </ul> <p><b><u>Maths Challenge</u></b></p> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Motivation</li> <li>• Analysis</li> </ul> | <p>To participate in a differentiated curriculum, the student will show, for example:</p> <ul style="list-style-type: none"> <li>• Independent learning ability</li> <li>• Task commitment</li> <li>• Research and reporting skills</li> <li>• Problem finding and solving ability</li> <li>• High level critical and creative thinking skills, eg analysis, synthesis and evaluation</li> </ul> <p>Communication skills</p>  | <p>The student is expected to demonstrate:</p> <ul style="list-style-type: none"> <li>• Above average ability</li> <li>• Task commitment</li> <li>• Creativity</li> </ul> <p>(Renzulli, J. (1977). The Enrichment triad Model. USA: Creative Learning Press, Inc.)</p> <p>The student will have an area or areas of advanced interest and passionate attachment.</p> <p>The student has demonstrated a high Level of talent as well as independent learning skills.</p> |
| TEACHER ACTION   | <ol style="list-style-type: none"> <li>1. Teacher observes and notes students who meet criteria for advanced studies.</li> <li>2. Teacher discusses extension/enrichment possibilities (also with parents).</li> <li>3. Students who meet criteria participate in higher level activities.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Teacher observes specific children during sessions.</li> <li>2. Teacher rates students according to selection criteria.</li> <li>3. Teacher makes selection based on ratings</li> <li>4.. Selected students participate in withdrawal program.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Teacher observes specific students during class sessions.</li> <li>2. Teacher rates students according to selection criteria for an individualised program.</li> <li>3. Teacher notes parent, peer, self nominations.</li> <li>4. Teacher collates information and notifies students and parents of proposed program.</li> <li>5. Selected students access differentiated curriculum.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Teacher, parents, or experts assess student products and performances.</li> <li>2. Teacher uses checklist, intelligence test, achievement test, aptitude test, test of creative abilities, anecdotal records, grades.</li> <li>3. Student, teacher, parents or experts develop Individual student Profile.</li> </ol> <p>Gifted students access negotiated curriculum.</p>  |
| EXTENSION/ENRICHMENT PROGRAM                                   | <p><b><u>Extra Curricular Activities such as:</u></b></p> <ul style="list-style-type: none"> <li>• mini courses, eg cricket</li> <li>• drama and dance classes</li> <li>• music lessons</li> <li>• swimming coaching</li> <li>• Double Helix Science Club</li> <li>• sports teams</li> <li>• orienteering club</li> <li>• Vietnamese School</li> <li>• Aboriginal dance troupe</li> <li>• Aboriginal art classes</li> <li>• Writers' Circle</li> </ul> <p><i>Some students may proceed to Strand 4 at this or any successive stage.</i></p> | <p>Withdrawal Programs - to replace regular curriculum. Examples:</p> <ul style="list-style-type: none"> <li>• Tournament of Minds</li> <li>• Thinkfest Programs</li> <li>• Enrichment afternoons</li> <li>• Maths Challenge Program</li> <li>• Leadership Courses</li> <li>• Camps, eg writers', the arts</li> <li>• Day/Week of Excellence</li> <li>• Excellence Expos</li> <li>• Philosophy</li> <li>• Youth of the Year (Lions)</li> </ul> <p>Industry Placements</p>  | <p>Differentiated Curriculum – requires teachers to:</p> <ul style="list-style-type: none"> <li>• identify learning objectives</li> <li>• pretest students for prior mastery</li> <li>• eliminate unnecessary teaching</li> </ul> <p>Students may then participate in, for example:</p> <ul style="list-style-type: none"> <li>• Independent study</li> <li>• Advanced Thinking skills Program, eg Future Problem solving</li> <li>• Advanced Maths Investigations</li> <li>• Extension Programs</li> <li>• Specific Courses, eg Computer programming</li> </ul> <p>Buying time program</p> | <p>Negotiated Curriculum – curriculum which reflects the needs and abilities of the student. Emphasis placed on negotiation and independent learning using:</p> <ul style="list-style-type: none"> <li>• Acceleration</li> <li>• Mentor Programs</li> <li>• Contracts, ie. 'bought time'</li> <li>• Dual enrolments</li> <li>• Extension programs</li> </ul> <p>eg, Centres for excellence (gymnastics, golf, the arts), Personalised Knowledge Pursuit.</p>            |

## **Acceleration**

Kurwongbah State School supports and implements Education Queensland's guidelines for acceleration as outlined in the Framework for Gifted Education. The following diagram outlines the process for Acceleration at Kurwongbah State School.

### **KURWONGBAH STATE SCHOOL ACCELERATION PROCESS**

**Teacher/Parent Nomination:**

- Observation
- Anecdotal Records
- Experiences

All cases being considered for acceleration are referred to the Special Needs Committee. Teachers referring students for Acceleration are to complete the Referral Form recording social and academic information about the student. The information on the Referral Form is shared at a Referral Meeting and where a recommendation is made for the student being considered. Following the Referral Meeting, a meeting is held with the student's parents, class teacher, administration and Support Teacher-Gifted and Talented. A Year Level Placement Form is then completed which outlines the action taken and recommendations made.

The IOWA Acceleration Scale (2<sup>nd</sup> Edition) is a tool that can be accessed when considering the possible acceleration of a student.

## **Budget and Resources**

Kurwongbah State School's Gifted Education Action Plan is supported by:

- A nominal budget
- Specific support resources
- Effective Teaching Team
- Staff Professional Development

## **Co-Ordination**

The Support Teacher- Gifted and Talented Education works one day a week to co-ordinate and facilitate the GATE Action Plan. This role involves the Support Teacher-Gifted and Talented Education working directly with identified students (and their teacher/s, within the current classroom program) and providing support and relevant resources for classroom teachers.

The role of the Support Teacher- Gifted and Talented Education is also to develop and maintain the Student Enrichment Plans on a regular basis.

## **Role of the Support Teacher- Gifted and Talented**

**The role of the ST: G&T co-ordinates and facilitates the GATE Action Plan. This role involves the ST: G&T working directly with identified students (and their teacher/s, within the current classroom program) and providing support and relevant resources for classroom teachers.**



## **The role of the Support Teacher: Gifted and Talented is to:**

- Develop a Gifted Education Student file for identified students. This file includes checklists, work samples, reports, assessments (IQ, psychological), anecdotal records, Request for Support form and Student Enrichment Plan.
- Co-ordinate the collection of data for the identification process.
- Raise awareness of a student's needs as per the school Referral Process.
- Provide resources for teachers to assist with the identification, planning and support of identified students.
- Monitor identified students and record data in the Student's Gifted Education Student File.
- Provide information to teachers on the identification process.
- Liaise with parents, teacher/s, guidance officer, administration etc., where appropriate to assist with the planning for identified students.
- Monitor and review student progress collaboratively with the class teacher/s of identified students.
- Refer student to the Guidance Officer for testing, assessment or counselling.
- Work as a member of school teams to enhance and extend learning outcomes for students who are gifted.
- Provide in-service to teachers on topics related to Kurwongbah State School Gifted education Action Plan.
- Provide an ongoing enrichment program for identified and teacher-nominated students.

## Understanding & supporting gifted learning disabled students

John Munro

### Who we are talking about

What do Albert Einstein, Thomas Edison, Leonardo DaVinci, Walt Disney, Whoopi Goldberg, Lindsay Wagner, and Robin Williams have in common? All are reported to have learning disabilities. In a similar vein, in his excellent book *In the Mind's Eye : Visual Thinkers, Gifted People with Learning Difficulties*, West (1991) profiles eleven of the world's greatest thinkers. The two concepts, far from being at opposite ends of the learning spectrum, are related and need to be integrated.

### Examples of gifted underachieving students

To his teachers, Adam was a conundrum. He was a very quick thinker, but not in the ways that would help him excel academically. He had excellent knowledge of a range of subjects but this didn't seem to help him achieve academic success. His answers to questions were unexpected, although, when analysed, creative. On excursions he could be relied on to see ways around obstacles that arose; his teachers valued his 'native intelligence' on these occasions. It was less valued in classroom contexts in which they might be developing a topic with a group, and Adam would interject with ideas and questions that were either 'marginally relevant' or 'further down the track'. They wished he would put his energy more into improving his spelling and writing ability, that were extremely low, and his recall of the times tables.

Ann, an eight year old, was also perplexing to her teachers. In class she was 'off task' and daydreamed a lot. She did not finish most tasks, frequently lost her place and made many careless errors. Her distractibility meant that she was frequently disruptive. As a consequence, her level of academic achievement was low. Her teacher interpreted her inattention and impulsivity as a lack of interest in learning and her preference to avoid tasks. As well, however, her teacher noticed her comparatively high level reading ability and her advanced oral language capacity and had difficulty reconciling the two sets of observations.

Approximately 30 per cent of gifted students display a learning disability, with 10 per cent reading at two or more years below their grade level. They are referred to as being 'gifted learning disabled' or as having the dual exceptionalities of giftedness and learning disabilities. For these students, their learning disability is more likely to be recognised and targeted in teaching than their gifted ability.

These students

- display a general learning capacity that is characteristic of students who are gifted, in parallel with academic performance that is often substantially below what would be expected based on their intellectual ability
- display creative, unexpected learning outcomes in a range of areas but are not good at learning conventional ideas at school.
- have difficulty showing what they know in acceptable, permitted, valued ways
- are frequently poorly understood by teachers and their peers, classified either as underachieving or as average achieving.
- are not recognised for what they do know and may not receive the teaching necessary to help them achieve their potential.

When examined in depth, these students display the characteristics of giftedness. However, this is masked by comparatively low levels of academic achievement. They are termed 'gifted underachievers' or students 'with dual exceptionalities'.

The low achievement can be due to a range of causes, for example,

- attention deficit hyperactivity disorder (ADHD)
- socioeconomic status or culture .
- learning disabilities. These students display comparative underachievement in areas such as reading, spelling and mathematics.

### The learning characteristics of gifted underachievers

|   |  |
|---|--|
| These students have superior general intellectual ability in areas that don't match school knowledge without equal abilities in others. | Two groups <ul style="list-style-type: none"> <li>• 'gifted visual-spatial learners' show superiority in nonverbal and imagery areas. Visualization is key in thinking. They show superior learning outcomes in 'outside of class' areas.</li> <li>• strengths in verbal and nonverbal areas and poorer performance strategic attention, sequencing, handling and learning arbitrary information and using symbolism. They have extensive vocabularies, conceptual abilities and general knowledge.</li> </ul>   |
| over-use wholistic than analytic sequential strategies when converting information to knowledge, thinking.                              | More likely to learn in an all-or-none fashion rather than stepwise, <ul style="list-style-type: none"> <li>• show intuitive thinking,</li> <li>• learn by self programming, less likely to be easily programmed; they don't sit waiting to be programmed, waiting for 1..5 ; instead they want to tell you what think about the ideas. They may day-dream, find it hard to concentrate on tasks as directed by others.</li> <li>• generate questions to guide their learning,</li> <li>• engage in 'far transfer' of their knowledge</li> <li>• learn meaning patterns than by rote memorization.</li> <li>• more likely to be discipline problems, less able to learn spontaneously 'rules of play', less likely to be organised</li> <li>• more difficulty learning rules and procedures when they are presented as such</li> </ul> |
| show comparatively low self-concept, low self-efficacy, high levels of frustration, anxiety and self-criticism                          | When teaching recognises their giftedness, either alone or with their learning disabilities, have higher self-concepts than those receiving services only for the learning disabilities. Higher self concepts for out of school capacities.  |
| have low resilience   | Resilience is the protection individuals use to buffer themselves from stressful events and to maintain self-concept and self-efficacy when faced with adversities. GLD students show social-emotional characteristics that increase their vulnerability, for example, hypersensitivity, emotional lability, and high levels of frustration, anxiety, and self-criticism.  |
| show higher intrinsic or self-motivation in areas of interest, poor motivation to learn in the academic areas                           | They show higher internal motivation. Their self drive clashes with the extrinsic motivational climate in most conventional teaching. They have difficulty orienting to external motivation. When their teachers see a level of academic potential, they are frequently identified as being lazy or lacking motivation.  |
| show metacognitive strategy use more like that of their gifted peers  | They use evaluation strategies similar to skilled readers but are less efficient in detecting errors and in using 'while reading' strategies such as visualising, paraphrasing and planning. They show higher metacognitive proficiency for knowledge in which they are more proficient.   |
| have difficulty showing what they know  | They are less able to show their knowledge in literacy-oriented ways, get less positive feedback for what they know, learn less about how to 'read' assessment contexts and to how to align what they know with assessment tasks. They may become alienated.   |
| show uneven rates of development  | 'asynchronous development' leads to difficulties with social relations and self esteem if classmates react negatively. Peer feedback and acceptance tells them they differ from peers and worry about the implications of these differences. They know they think differently from peers and see implications and solve problems faster and more effectively but cannot learn the academic knowledge that peers generally seem to learn with comparative ease. They may attempt alternative paths to fit in with others and be acceptable to peer group. If these are not successful, they may show dysfunctional behaviours, for example, become behaviour management problems or withdraw from learning.   |

|  |   |
|--|---|
| set high standards and goals, 'perfectionists'                                   | Their high expectations and low achievement in academic subjects can lead to a fear of failure and avoidance of subjects in which they do not achieve a high level of success.  |
| may have good social skills but use them inconsistently, poor peer relationships | Confusion about their mix of special abilities and deficits can lead to frustration, unhappiness, and isolation and can lead in turn to anger and resentment toward others, which may affect their interactions and relationships with peers and family members.  |
| show particular literacy learning characteristics                                | <ul style="list-style-type: none"> <li>• for familiar contexts, reading comprehension &gt;&gt; word reading accuracy</li> <li>• spelling causes difficulty, both phonological and orthographic processing difficulties</li> <li>• expressive writing shows a rich set of ideas but lack of writing conventions</li> <li>• dislikes drill and practise in areas such as maths, spelling</li> </ul> |

Visual-spatial learners exhibit stronger visual-spatial than auditory sequential abilities.

### Learning characteristics of visual spatial learners

| Strengths   | Weaknesses  |
|---|---|
| thrive on complexity<br>love open-ended challenges and difficult puzzles<br>keen visual memory<br>creative, imaginative<br>focus well on topics of interest to learner<br>systems thinkers<br>high abstract reasoning<br>great at geometry, physics<br>do better at math analysis<br>high reading comprehension<br>excellent sense of humor | struggle with easy material<br>hate drill and repetition<br>poor auditory memory<br>not good at rule learning<br>inattentive in class for topics decided by others<br>disorganized; forget details<br>difficulty memorizing facts<br>poor at phonics, spelling<br>poor at calculation<br>low word recognition<br>performs poorly on timed tests |

The learning characteristics of these students can be better seen by contrasting them with those of auditory sequential students.

| visual-spatial learners  | auditory-sequential learners                          |
|--|---|
| prefer whole-part learning strategies                                | prefer step-by-step learning strategies               |
| show visual strengths  | show auditory strengths                               |
| learn concepts all at once   | learn by trial and error                              |
| synthesize ideas well  | analyse ideas well                                    |
| see the big picture; may miss details                                | attend well to details                                |
| learn well by seeing relationships                                   | learn well by rote memorization                       |
| recall well from long-term memory                                    | use short-term memory well                            |
| generate their own methods of organization                           | learn the culture's ways of organizing well           |
| develop own methods of problem solving                               | learn from model by imitation, often vicarious        |
| learn difficult concepts easily; struggles with easy skills          | progress sequentially from easy to difficult material |
| solve problems intuitively   | shows components of problem solution easily           |
| learns well (eg., other languages) through immersion                 | learns well through structure in classes              |
| are sensitive to teachers' attitudes                                 | learn in spite of emotional reactions                 |
| learn concepts permanently, turned off by drill and repetition       | may need some repetition to reinforce learning        |
| are better at math reasoning than computation                        | do well at arithmetic                                 |
| read diagrammatic information, maps well                             | follow oral directions well                           |
| learns sight words better than phonics                               | learn phonics easily                                  |
| must visualize words in order to spell them                          | can sound out spelling words                          |
| prefer key boarding to writing                                       | have neat handwriting                                 |
| perform better in untimed situations                                 | perform well in timed tests                           |
| generate unusual solutions to problems                               | are comfortable with one right answer                 |
| develop quite asynchronously   | develop in a fairly even manner                       |
| may have very uneven grades  | usually maintain high grades                          |
| enjoy geometry and physics   | enjoy algebra and chemistry                           |
| are creatively, mechanically, technologically, or emotionally gifted | are academically talented                             |

|                   |                    |
|-------------------|--------------------|
| are late bloomers | are early bloomers |
|-------------------|--------------------|

## Identifying these students

In practice it is difficult to identify students who are both gifted and learning disabled. Three groups tend to go unidentified:

- Those identified as being gifted, yet have difficulties with parts of their school work. They are often considered to be underachievers and their learning disabilities tend to remain unidentified.
- Those whose learning disabilities are severe enough to have been recognised.
- Those whose abilities and disabilities mask each other and are seen to have average abilities.

**Using dynamic assessment to identify them.** You assist the learner to do assessment tasks and note the conditions under which the learner's ability to display knowledge is facilitated.

Suppose a gifted reader has a strong imagery preference. The student may have difficulty displaying high level comprehension because he cannot link the verbal information in the text with his rich imager knowledge. To investigate this possibility, you could remind the reader to visualise the possible topic of the text and then to talk in sentences about what he 'sees in his mind's eye' when he hears the topic. By recoding his imagery knowledge into sentences, the reader may be more able to link the text with what he knows and to reason about it at a high level. In this way the examiner can gain an impression of what the reader could have comprehended if he had his knowledge stored in verbal form.

|   |   |
|---|---|
| Assess general ability                            | Show high general intellectual ability, well developed knowledge, extensive vocabularies, conceptual and verbal reasoning abilities: <ul style="list-style-type: none"> <li>• 'gifted visual-spatial learners'</li> <li>• lower performance on tasks that require attention, sequencing skills and learning arbitrary information.</li> </ul> |
| Assess creativity and divergent thinking          | Instances of creativity and divergent thinking in creative writing, art work, contributions to group projects and problem solving, investigations that involve work beyond the classroom, evidence of 'far transfer'  |
| Assessment of learning disability                 | low achievement in one or more areas of academic learning by administering relevant achievement tests, for example, tests of reading comprehension, spelling or mathematics.  |
| Specific aptitude in particular areas             | student's strengths in interests, hobbies and performance in other academic areas; use behavioural observations, student presentations, teacher nominations and structured interviews   |
| Assess level of intrinsic motivation to learn     | use behavioural observations, questionnaires and structured interviews to investigate the level of intrinsic motivation, 'self driven to learn more' about topics and issues that interest them.  |
| Assess self-concept                               | use behavioural observations, questionnaires and structured interviews to assess students' self-concept, self-efficacy and level of frustration and anxiety for learning both in and out of school.<br>use dynamic assessment procedures to identify the conditions under which a student's beliefs in these areas changes.                   |
| Assess metacognition, self management of learning | have students 'think aloud' before they begin tasks and as they do them<br>use questionnaires and structured interviews to ask students to comment on what they believe they do when they learn.<br>use dynamic assessment to observe how students use metacognition.   |
| Assess ability to show what is known              | Difficulties include comprehending task requirements, aligning one's knowledge with the task demands, spelling and writing effectively. Give students alternative ways to show what they know about a topic and select the mode for doing this, for some tasks.   |
| Take account of uneven rates of development       | Note behaviours to do with immaturity or unacceptability. Look for uneven development and help to collate a complete picture that includes what a student does do and know, as well as areas in which the student shows immaturity.   |

**The knowledge students need to learn** The knowledge students need to learn: two types:

- academic knowledge; culturally valued knowledge they learn at school.
- personal interest knowledge.

These students prefer personal interest knowledge; to be 'successful students' they need to learn the culturally valued knowledge.

- *What I know doesn't fit*
- *I want to do it my way*
- *What will happen if I don't fit ?*

Balance students needing to

- modify their ideas to match culturally-defined ideas with being expecting them to be programmed.
- manage their learning with the opportunity to learn how to learn in groups.
- make opportunities to show what they know in preferred ways as well as learning conventional ways for doing this and that increase the likelihood of group valuing

These need a broader range of teaching strategies

Learning characteristics of gifted children with learning disabilities. There is a need to

| Signs of Giftedness  | Signs of Learning Disabilities  |
|--|---|
| excellent long-term memory   | poor short-term memory  |
| extensive vocabulary   | speaking vocabulary exceeds written vocabulary                                      |
| higher reading comprehension   | difficulty with decoding words  |
| higher in mathematical reasoning                                     | difficulty with computation   |
| advanced verbal skills in discussions                                | refuse to do written work   |
| facile with computers  | handwriting is illegible  |
| learn abstract concepts  | have difficulty with spelling and phonics   |
| performs better with more challenging work                           | struggle with easy, sequential material   |
| prefer complexity  | have difficulty with rote memorization  |
| highly creative, imaginative   | often inattentive in class  |
| reason well  | emotions can overpower reasoning  |
| are keen observers   | poor auditory memory  |
| may have acute hearing   | poor listening skills   |
| have very interesting ideas  | weak in language mechanics, such as grammar, punctuation, capitalization, etc.      |
| extremely curious; asks many questions                               | not motivated to learn externally determined topics                                 |
| have high degree of energy   | perform poorly on timed tests   |
| perceptive and insightful (seems "wise")                             | disorganized  |
| excellent sense of humor   | find clever ways to avoid weak areas  |
| may excel at art, science, geometry, mechanics, technology, or music | may fail at foreign languages and subjects emphasizing audition, sequencing, memory |

## Implications for teaching gifted and talented students

### *Help students get their knowledge of a topic ready for learning*

| Type of activity  | Example of activity  |
|---|--|
| <i>What does the topic tell you ?</i> Give students a topic. They write the text, draw a picture or act out its possible theme. How did they decide ? They ask "What does it remind me of ?"  | Write this topic: <ul style="list-style-type: none"> <li>• <i>Tools used when working with Timber</i></li> <li>• <i>Species are becoming extinct every day</i></li> </ul>  |
| <i>What do these mean to you ?</i> Give 10 topic words from the text to groups of students. They <ul style="list-style-type: none"> <li>• visualise the topic</li> <li>• describe what the words remind them of</li> <li>• suggest questions that the words might cause them to ask.</li> </ul> | Name                      Personal details<br>Existing loans          Writing<br>Application form      What I own<br>How much I owe  |
| <i>This is how it begins.</i> Read out the first sentence of several paragraphs. What do these tell you about the text ? What picture/s do they suggest ? What do they remind you of ?  | <ul style="list-style-type: none"> <li>• Like many animals the giant panda needs a special environment to survive</li> <li>• While there are many types of bamboo, the panda will only eat four types</li> <li>• It takes fifty to sixty years for a bamboo plant to mature</li> </ul> |

|  |  |
|--|--|
| <p><i>Brainstorm the topic: What might the topic tell you ?</i> Pupils say or write down all they think of when they hear a topic.</p> <p>They can brainstorm</p> <ul style="list-style-type: none"> <li>• what they know about the topic, factual knowledge</li> <li>• their earlier experiences that seem relevant, things that they have done, seen on TV.</li> <li>• vocabulary possibilities</li> <li>• how the ideas will be written.</li> </ul> | <p>Getting credit will be harder. What things might the topic tell us ?</p> <p>What questions the topic might answer ?</p> <ul style="list-style-type: none"> <li>• What ideas / words might come up in it ? What words they might expect ?</li> <li>• What ways of writing ?</li> </ul> <p>Ask the '4W and 1H' questions and then move into more in-depth, probing questions.</p> |
| <p><i>Think, pair, share.</i> Readers note possible ideas in a topic, pair with other students and share their thoughts.</p>   | <p>The Lives of Stars</p>  |
| <p><i>Ask me about the topic.</i> Students have mock interview activities in which one student interviews another about the topic, for example, one student does a radio interview with another student who tries to get a bank loan when it is harder..</p>   | <p>Pythagorus' Theorem<br/>Training methods for sports</p>   |
| <p><i>You write the article .</i> Give students headlines and have them write possible articles to follow. They can work on this in group activities</p>   | <p>Pandas in danger of becoming extinct</p>  |
| <p><i>What can I say in 1 minute ?</i> Students prepare a 1-minute ( 2-minutes, 5-minutes) oral talk on the topic.</p>   | <p>Pythagorus' Theorem</p>   |
| <p><i>What can I draw / act out about the topic ?</i> Pupils draw a picture or act out what they know about a topic.</p>   | <p>Pythagorus' Theorem</p>   |
| <p><i>Select the most likely story.</i> Give students a topic and possible themes<br/>Give students options for the topic and ask "<i>Is it more likely to be about .. or ..?</i>"</p>   | <p><i>Getting credit will be harder</i></p> <ul style="list-style-type: none"> <li>• Banks want you to borrow money<br/>You will pay less to borrow money</li> <li>• Banks will need more information about you before they will lend you money</li> </ul>   |
| <p><i>Students put their visual imagery knowledge about a topic into words.</i> They</p> <ul style="list-style-type: none"> <li>• visualise the topic and discuss the pictures they make when they hear the topic, for example,? "What can you see happening ?"</li> <li>• recode their images into words to match them with the written prose.</li> <li>• predict from pictures in the topic, discuss illustrations.</li> </ul>                       | <p>"This topic is about how work habits have changed over the last 20 years . What do you see in your mind when you hear this topic</p>  |
| <p><i>Have you read about / experienced ... ?</i> Students</p> <ul style="list-style-type: none"> <li>• imagine themselves in the context</li> <li>• respond emotionally to the ideas, say how they have felt about these ideas previously.</li> </ul> <p>They can rate the ideas on a 'values thermometer</p>   | <p><i>Getting credit will be harder</i></p>  |
| <p><i>Ask students questions about the topic before the reading begins.</i> Use directed questions about the topic before students begin reading to stimulate existing knowledge.</p>  | <p>What things might threaten the giant Panda ?</p>  |
| <p><i>What do the illustrations tell you ?</i> Students use illustrations to predict the theme. They can see</p> <ul style="list-style-type: none"> <li>• whose interpretation was most accurate.</li> <li>• the importance of talking about the illustrations show putting them into words.</li> </ul>  |  |
| <p><i>What don't I know about this topic ?</i> Students list questions and queries that they have about the topic and what they believe they don't know. This is useful for motivating reading.</p>  |  |

### ***Encourage intuitive learning***

Intuitive thinking involves making novel links between ideas.

- the connections are not rationally-based and non-analytic.
- terms for intuitive thinking; hunch, gut-feeling, 'just know', intelligent guess, possibility.
- comes out of sets of experiences (episodic knowledge).
- allows learners to integrate 'big' ideas, make large steps in learning, think creatively.

You can

- Allow students to operate intuitively at the beginning of a learning unit, for example, to suggest what they think are possible outcomes, explanations, ways of doing something.

Having worked through the ideas, they can compare their intuitions with the outcomes. While they can explain their intuitions to others, they should not be expected to argue them rationally.

- Help students learn the value of intuitive thinking and when it is useful.
- Discuss with students earlier intuitive discoveries made in the area of study. In science and maths related subjects, these can be drawn from the history of science.

Encourage students to use rational knowledge to build intuitive knowledge (imaginal episodes)

**Allow students to learn new ideas in each area of knowledge**

|   |  |   |
|---|--|---|
| Code ideas culturally, socially, historically<br>How has prejudice been used / described in history ?<br>How does it occur in different communities ?<br>What problems does it cause ?<br>How can communities control it? | Code ideas scientifically<br>What causes prejudice ? How is it changed?<br>What matches prejudice for solids ?<br>When is it more likely ? Why ?<br>Are there degrees of prejudice ?<br>Is individual prejudice different from group prejudice ? | Code ideas affectively<br>What feelings would you have if you experienced / did prejudice ? |
|---|--|---|

**How prejudice is presented in narratives**

|  |   |   |
|--|---|---|
| Code ideas verbal -linguistically<br>Brain-storm ideas ----> concept map -----> network map<br>Paraphrase, summarise text that explains prejudice. Key words for prejudice.<br>An person experiencing prejudice /doing prejudice is interviewed. What questions would you ask ? What would each person say ?<br>Ask 6 hard questions about prejudice<br>Write a story / play "Prejudice in our neighbourhood".<br>When else would you use the word 'prejudice' ? Names for the doer and receiver of prejudice ?<br>Discuss situations involving prejudice, what happens. | Code ideas in episodes/ images<br>Imagine, draw, collect situations in which prejudice occurs in narratives:<br>• prejudice in a humorous story<br>• prejudice in a sad story<br>• prejudice because of physical features.<br>Draw a comic strip of instances<br>Useful icons for prejudice ?<br>Classify instances of prejudice. | Code ideas in actions<br>Small groups of students act out a instances involving prejudice.<br>What actions make up prejudice ?<br>What do the action sequences share ?<br>What gestures suggest prejudice ?<br>Is there a reverse action to evaporating ? |
|--|---|---|

**Cue students to think about the idea in different ways** for example,

- remind students who prefer to visualise, verbalise or to represent ideas as actions to do so.
- note when to use particular ways of learning.

**Help GLD students to recode their knowledge** for example, "

*What is the capital city of New South Wales ?"*

|  |  |  |
|--|--|--|
| verbal code; network links<br>NSW, Sydney and capital city | episodic code; capital city may not be in episode with Sydney and NSW. | action code; capital city not in episode |
|--|--|--|

Students can recode ideas when a code is sufficiently well developed to take the ideas. They need

- to learn how to use each code, its features
- to know that it is acceptable to recode, that they are allowed to do this
- to learn how to recode, for example, how to talk about nonverbal images of an idea
- to have time to recode and to gradually automatise the recoding.

Help students improve their knowledge of the beds for learning new ideas.

**Teach the key verbal concepts for each topic; teach students to read, spell key concepts, suggest synonyms, antonyms for key words** Select about 5 key concepts (single words or short terms) in the content. Plan to work on a small list each lesson

- teach students to read, say and write words that occur in that subject
- support and extend what students already know about reading words
- help them learn meanings of unfamiliar words, learn new meanings for words.
- dictate these to students, say them by 'stretching them out', saying each syllable,
- provide feedback by writing words on board after students have written them



For topic identify main words students may need to read and the sequence in which they will be expected to read / write them.

### Examples of word lists

| Year 9 English | Year 9 technology | Year 9 SOSE      | maths         | Phys Ed   | Year 9 Chemistry |
|----------------|-------------------|------------------|---------------|-----------|------------------|
| calmed         | temperate         | information      | circle        | power     | lustre           |
| fascinated     | biome             | primary source   | circumference | maximum   | lattice          |
| impatiently    | tropical          | secondary source | diameter      | endure    | metallic bonding |
| inquisitive    | tundra            | event            | radius        | endurance | malleability     |
| curiously      | envision          | eye witness      | area          | aerobic   | reactivity       |

### You can have students

|   |   |   |
|---|---|---|
| say accurately each list word           | <ul style="list-style-type: none"> <li>if necessary identify each syllable in a spoken word.</li> <li>draw attention to possible areas of pronunciation difficulty</li> <li>ask students to suggest similar sounding words</li> </ul>   |   |
| read each word with you / after you     | <ul style="list-style-type: none"> <li>read each word in syllables, say each part and then blend syllables; loc-a-tion, sev-er-al.</li> <li>let them see how stress pattern changes when you blend</li> <li>help them see similarities between words on the lists and words they can read - use analogy</li> </ul>  | tem-per-ate<br>trop-i-cal<br>tun-dra<br>en-vis-ion<br>en-viron-ment |
| work on / explain meanings of key words | Each pair of students <ul style="list-style-type: none"> <li>has two words and put together their definition, use each word in a sentence that shows its meaning, write a paragraph / short story using the list words.</li> <li>suggests as many synonyms and antonyms for key topic words.</li> <li>suggests the category the topic words belong to, draw a network diagram linking the word meanings.</li> <li>explore several words, that have the same prefix or suffix, eg., re- or micro- They               <ul style="list-style-type: none"> <li>link each word both with what they know about similar words and how it is said</li> <li>segment each written word into parts.</li> </ul> </li> <li>guess the meaning of the prefix, in this case, re- .</li> </ul> | alti-tude<br>lat-i-tude<br>tem-per-ate<br>bi-ome                    |
| spell the words.                        | Develop writing and spelling in parallel with reading: <ul style="list-style-type: none"> <li>show how to get from how word is said</li> <li>ask students to write down all they know about a spelling pattern</li> <li>ask students to segment words into syllables and write each syllable.</li> <li>when correcting incorrect attempts, show the syllables / letters that are in the correct positions .</li> <li>help them see the value of syllabifying or having words syllabified for them.</li> </ul>   |   |

### *Help students learn the new ideas in verbal linguistic ways. Have them*

|  |  |
|--|--|
| Read aloud short portions of relevant text |  |
|--|--|

|   |   |
|---|---|
| Paraphrase sentences  | <p>After reading a sentence aloud, ask readers :</p> <ul style="list-style-type: none"> <li>• "Say that in your own words.</li> <li>• What does it mean ? or</li> <li>• What is this saying ?</li> <li>• What is another way of saying it</li> <li>• Say it to someone else in another way</li> </ul> <p>Practise paraphrasing spoken sentences.<br/>Repeat 2 or 3 students' paraphrases of a sentence and ask "Which is the closest paraphrase to the text<br/>Give a paragraph of 3-4 sentences to a small group of students. Each student paraphrases one sentence. Combine the four paraphrases into a paragraph<br/>Link sentences with paraphrases:<br/>Explain what you do when you paraphrase. How does it help you read better ?<br/>Give students 3-4 paraphrases and ask them to arrange them in order of closest to furthest away from text</p> |
| Say questions the text answers  | <p>After reading a sentence aloud, ask readers "What question/s does this answer for us ?" In small groups, write down the question that each sentence answers<br/>What questions does this text answer ?<br/>Does this answer a Who What When Where Why question ?<br/>Link each question with the sentence that answers it</p>  |
| Summarise the text  | <p>After reading a sentence aloud, ask "What is the main idea in this paragraph ?<br/>How is its topic ?<br/>Begin by having readers summarise two sentences and then three or more sentences.<br/>Develop the notion of the topic sentence. Find the topic sentence in the following.<br/>Match each sentence with its head-line</p>   |
| review and consolidate what has been learnt by reading silently a relevant text and showing comprehension | <ul style="list-style-type: none"> <li>• cloze activity, written retelling of text read</li> <li>• answer written questions</li> <li>• match questions with text, match topic sentence with text</li> </ul>   |

**Use cooperative, collaborative learning where possible** in which students

- co-operate to solve problems, build new knowledge,
- write problems and mock tests for other groups of students,
- share their ideas about a topic, discuss ideas with peers, work in groups to decide what questions might be useful to ask about a topic to be learnt,
- take turns to be the teacher in explaining or justifying an idea, writing problems, suggesting how the ideas occur in everyday life or in hobbies,
- discuss how they might solve a problem or a task, share with others strategies they used,
- discuss what were the main ideas in a topic, the best ways of studying it,
- use puzzles, games and related activities, develop their own games that give them the opportunity to apply their knowledge
- engage in reciprocal teaching procedures for learning new maths ideas .

There are several related attitudes that we can model in our teaching. We can show them that

- (1) at the beginning of a task, we don't have all of the answers, but that, by discussing, trying out ideas, deciding what questions to ask, together can solve the task.
- (2) we are keen and motivated to change our knowledge of the topic and that the working together is not only for our students' benefit but is also helping us.

Particular co-operative learning contexts include

- scripted cooperation procedure; students take part of the content and practise teaching it to the rest of the group.
- reciprocal teaching; students work through the teaching information in small groups and each take responsibility for teaching a part of it. As the group works through the ideas, each student takes turns to lead the others to
  - summarise the topic
  - ask questions about its main points,

- identify difficult parts and work on them by re-reading, etc,
- make predictions about what might happen next .

**Help students improve their ways of learning analytically** When learning to read, they can be assisted to make optimal use of what they already know:

| Stages of reading                                  | Levels of text processing  |  |   |  |   |
|--|--|--|---|--|---|
|  | Dispositional level  | Topic level  | Conceptual level  | Sentence level   | Word level  |
| Getting ready or orienting stage activities        | Focus on purposes for reading: <i>Why am I reading text ? What will I look for as I read ? What will I know when I have finished reading ?</i> Readers say how they will read, the strategies they will use  | Link text with what reader knows; by using title, pictures. <i>What do I think text is about? What might the key ideas be ?</i> Extend knowledge necessary for understanding the text. | Link ideas in text with what you know, use mapping, networking. <i>What other ideas might come up with these ? What might happen next ? What questions can I ask about it ?</i> | Focus on how the ideas might be said: <i>How would I put these ideas into sentences ? How would it all someone about them?</i> | <i>"What will I do as I read / come to a strange word?"</i> |
| While-reading stage: process text and self-monitor | Readers interact with the text; they select and process portion at a time. They work at <ul style="list-style-type: none"> <li>• word level; use letter cluster recoding + context, etc.,</li> <li>• sentence level; paraphrase, visualise, question, re-read</li> <li>• conceptual level; predict, tread further, relate what they read to what they expected,</li> <li>• topic level; scan, use topic sentence, main ideas, review, summarise, consolidate the ideas read, gradually build an impression of the text.</li> </ul> |  |   |  |   |
| Post-reading or review stage                       | Respond emotionally to text <i>How I liked the text ? Were ideas useful /interesting ? Why was the text written ?</i>  | Review text understanding: <i>What did the text tell me ?</i> Review, evaluate reading strategies used: <i>What reading actions worked ?</i>   | Learn by reading. What new ideas have been learnt; how has reader's knowledge changed ? <i>What new ideas will I remember ?</i>   | Add to their knowledge of language, for example, paraphrase ideas in text, note new ways of saying ideas.                      | What new words were in the text ?                           |

**Give students a range of ways of showing what they know about ideas** and learn conventional ways as a second step.

***Helping them learn strategies for showing what they know by writing.***

Useful activities here include

- dictation
- predicting using the genre, cloze, finish off the text
- what is the purpose of the text ?
- reading 'between the lines' the use of persuasive language such as word choice, creating a tone, using evidence to support assertions.

***Teaching a set of self-cuing strategies*** that these students can use to assist them to write in a systematic, organised way, for example,

- self-instructional statements for the pre-writing, planning stage
  - *What is my purpose for writing ? What do I want to say ? Who will read what I write ?*
  - *What form should my writing take ? What will my finished attempt look like ?*
  - *Have I gathered enough information ? Does it meet my purpose ?*
- self-instructional statements for the while-writing stage
  - *What is the first main idea I want to say ? How will I say it ? What ideas go with it ?*
  - *What is the second main idea ? What ideas do with it ?*
  - *How will I start the writing ? What do I want to say first ? How will I tell the reader about the main idea of the passage ?*

- How will I finish off the writing ?
- What will each paragraph be ? What is the main idea in each paragraph ?
- self-instructional statements for the revising, proof-reading stage
  - Is the text on the right track ? Does it do what it is supposed to do ?
  - Do I say too much / too little ?
  - Does it say what I want it to say ? Are there confusing parts ?
  - Are the main points in the right order ?
  - Does the writing begin smoothly ? Do I take too long to get started?
  - Does each paragraph have one main idea ? Are the paragraphs linked well ?
  - Does the writing finish well ?
  - Have I used words that I am not sure of ?
  - Have I checked the writing for correct grammar , correct spelling /punctuation ?
  - Does each sentence have one idea ?
  - Will I use sub-headings ?

**Improving their expressive writing** Structuring the ideas at a conceptual level

| Template   | Their second draft |
|--|--------------------|
| Contextualise the writing<br>Check its purpose<br>Summary of key areas of writing so that reader knows 'what to look for'                  |                    |
| Topic sentence of first main paragraph.<br>Modifying detail of the topic of the paragraph<br>Link to next para and main purpose (optional) |                    |
| Topic sentence of second main paragraph.<br>Modifying detail of the topic of the paragraph   |                    |
| Concluding paragraph;<br>• summarise key ideas, actions to be taken<br>• future directions, open-ended issues                              |                    |

Structuring the ideas at a sentence level. They check that

- each sentence had one idea or
- conjunctions are used correctly
- the subject, verb and object of each sentence is clear
- continuity is maintained across the sentences.

**Help them see themselves making progress.** You can do this by

- helping them developing a map or action plan of where they might go through a topic and then note their progress.
- helping them see that they can be 'partly right'
- as they learn new ideas, such as spelling, maths tasks, they can write them on cards and gradually move them across the columns as they learns more.

| New word | Not sure | More sure | Really sure | Know word perfectly |
|----------|----------|-----------|-------------|---------------------|
| new      |          |           |             |                     |
| have     |          |           |             |                     |

Encourage them to set goals for themselves for themselves and to see how to achieve them. Help them to analyse large tasks into a series of smaller tasks, organise these into a schedule of commitments and have 'floating learning episodes'.

**Help them learn positive attitudes to learning.** Many gifted LD students have unrealistic beliefs about learning and themselves as learners. Help them

- understand their giftedness

- understand themselves as learners

**Help them learn to use their independence as learners in functional ways.** They need

- to have choices and to learn how to deal with this
- to have time to operate independently, to pursue a topic of interest and be supported in this,
- to learn to allow themselves to be structured or programmed by others in some contexts.

**Help them learn to deal with disengagement form learning.** Where this arises,

- help them see open-ended aspects of the ideas, frame up questions about the topic
- use brainstorming techniques to help them to extend their knowledge
- help them identify novel ways of displaying their knowledge of the topic
- encourage them to teach you about the ideas
- try to make up games involving the ideas

**Help them keep their sensitivities in perspective.**

**Help them deal with their 'mental energy'.** The "Just A Minute" syndrome.

**Help them improve their social interaction skills.**

- Learning to 'read' group situations
- Learning positive, useful attitudes to others
- Help them improve their peer group social interaction skills.

**Develop open-ended aspects of the ideas, problems to be solved, use group problem-solving**

Learning how to transfer knowledge can be developed through small group co-operative learning activities. At the end of each topic, engage the gifted underachievers in activities in which they

- suggest situations to which they can transfer the ideas ? Where else might ideas be used ? They distinguish between situations in which the ideas could/ couldn't be used.
- suggest how they can decide where the ideas can be used ? They can suggest, draw, describe new situations in which the ideas could be used.
- note how far they can transfer with / without model ?
- create new episodes for the ideas.
- categorise problem solving contexts in terms of whether the ideas are useful and how.
- answer higher-level Bloom-type question sequence;

|                                      |  |
|--------------------------------------|--|
| apply the ideas in other situations  |  |
| analyse the ideas                    |  |
| put the ideas together in other ways |  |
| evaluate the ideas                   |  |

- look at ideas from various angles, for example,

|                                   |                               |                                       |
|-----------------------------------|-------------------------------|---------------------------------------|
| the positive aspects of the ideas | negative aspects of the ideas | how ideas might be used in the future |
| emotional aspects                 | <b>Topic</b>                  |                                       |
| factual aspects                   |                               |                                       |

- suggest questions the new ideas answer. Students
  - invent, ask and answer questions about the ideas,
  - convert ideas to question form, say the questions the ideas answer.
  - make up mock quiz for peers.

|       |      |     |      |       |     |         |
|-------|------|-----|------|-------|-----|---------|
| ideas | what | why | when | where | how | what if |
|       |      |     |      |       |     |         |
|       |      |     |      |       |     |         |

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# Gifted and talented checklist for parents

## *Things my child has done*

Carefully read each of the following descriptions. Each item is followed by a series of examples; use the examples to help understand the description in the item. Decide how much you agree that your child is like the description. Mark your agreement on the scale from strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how your child compares to an item, fill in the **Unsure or don't know** circle. Then, tell us about a time your child did the things in the item. Try to recall specific incidents or examples about your child. Feel free to add extra pages of stories or examples to tell us more about your child.

Child's name: \_\_\_\_\_

Child's birthday: \_\_\_\_\_

Your name: \_\_\_\_\_

School name: \_\_\_\_\_

Date: \_\_\_\_\_

This child:

### 1. **Has quick recall of information.**

(e.g. immediately remembers facts, series of numbers, events, words from songs or movies, or parts of conversation heard earlier)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

A personal example:

**2. Knows a lot more about some topics than do other children that age.**

(e.g. recounts facts about dinosaurs, sports, electronics, maths, books, animals, music, art, etc; finds out a lot about a particular subject on his or her own)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

A personal example:

**3. Uses advanced vocabulary.**

(e.g. surprises older children and adults with the big words used; uses words unusual for a child, knows the correct terms, exact words or labels for things; acts and speaks like a grown-up when talking to adults; uses simpler words when talking to peers or younger children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

A personal example:

**4. Began to read or write early.**

(e.g. said or could read individual words at a very young age; started to read before entering school; likes to write or tell stories; learned to read without being taught)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

A personal example and age of child at the time:



**5. Shows unusually intense interest and enjoyment when learning about new things.**

(e.g. has lots of energy and interest when learning; frequently and persistently asks how and why questions; is not satisfied with simple answers; wants to know details; loves how-to-do-it and nonfiction books)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

A personal example:

**6. Understands things well enough to teach others.**

(e.g. teaches other children how to do things; explains things so that others can understand; explains areas of interest to adults)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

A personal example:

**7. Is comfortable around adults.**

(e.g. spends time with and talks to adults who visit the house; likes the company of adults; enjoys talking with adults; understands adult humour and creates funny sayings or jokes adults can appreciate)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

A personal example:

**8. Shows leadership abilities**

(e.g. other children ask my child for help; organises games and activities for self or others; makes up the rules and directs group activities; may be bossy)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD

Unsure or don't know

A personal example:

**9. Is resourceful and improvises well.**

(e.g. puts together various household objects to make inventions or solve a problem; uses unusual objects for projects; objects in unusual ways; makes 'something out of nothing')

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD

Unsure or don't know

A personal example:

**10. Uses imaginative methods to accomplish tasks.**

(e.g. makes creative short cuts; doesn't always follow the rules; good at finding creative ways to get out of work)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD

Unsure or don't know

A personal example:

**11. Use the rest of this page or its back to tell us anything you think is important about your child that we have not asked about.** Please feel free to add any information you think might be useful in giving us a clear picture of what your child has done. Be as specific as possible in describing your child's interests and accomplishments. If you can share some copies of your child's creative work, we would be delighted to have them.

# Gifted and talented checklist for teachers

## *Things this child has done*

The following is a checklist of characteristics of gifted young children. The examples after each item are there to help you to understand that item. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think this child is like the item by using the scale below each item. Mark strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how this child compares to an item, fill in the **Unsure or don't know** circle. Use the space below the item for examples concerning the child, add as many details as you can remember. Be as specific as possible in describing the child's interests and accomplishments. The space is small, so please feel free to add extra pages of stories or examples to tell us more. If you can share copies of this child's creative work, we would be delighted to have them. Use additional pages to describe anything you think is important about this child that we have not asked about.

Child's name: \_\_\_\_\_

Child's birthday: \_\_\_\_\_

Your name: \_\_\_\_\_

School name: \_\_\_\_\_

Date: \_\_\_\_\_

This child:

**1. Has quick accurate recall of information.**

(e.g. good short and long-term memory; quick to provide facts, details, or stories related to complex events; learns quickly and recalls accurately words to songs, poems, stories or conversations; points out connections between ideas and events)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD

Unsure or don't know

An example:

**2. Shows intense curiosity and deeper knowledge than other children.**

(e.g. asks questions incessantly once imagination has been aroused, pays close attention when learning, has an enthusiastic need to know and explore, remembers things in great detail)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD

Unsure or don't know

An example:

**3. Is empathetic, feels more deeply than do other children that age.**

(e.g. exhibits maturity usually associated with older children; shows unusual hurt or pain when he or she displeases someone; displays pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD

Unsure or don't know

An example:

**4. May not always display their advanced understanding in everyday situations.**

(e.g. becomes cranky or non-compliant when fatigued or stressed; playground behaviour may not reflect their verbal reasoning about the same situations; may be frustrated with their ability to meet their own high expectations)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD

Unsure or don't know

An example:

**5. Uses advanced vocabulary.**

(e.g. correctly uses vocabulary and phrasings adults would expect from older children; surprises adults and children with big words or phrases they use; likes complex communication and conversations)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD

Unsure or don't know

An example:

**6. Reads, writes, or uses numbers in advanced ways.**

(e.g. reads earlier than most children or if learns to read at the same time as most children, does so very quickly; likes to read rapidly to get the gist of a story even though some words are skipped or mispronounced; interest in copying or using letters, words or numbers; uses computational skills earlier than others.)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD

Unsure or don't know

An example:

**7. Advanced play interests and behaviours.**

(e.g. exhibits play interests that resemble those of older children; likes to play board games designed for older children, teens or adults; more apt to be interested in cooperative play, complex play situations or sophisticated play activities)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD

Unsure or don't know

An example:

8. **Shows unusually intense interest and enjoyment when learning about new things.**  
(e.g. spends long periods of time exploring interesting new things; listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD  
 Unsure or don't know

An example:

9. **Has an advanced sense of humour or sees incongruities as funny.**  
(e.g. is humorous in speech, social interactions, art or story telling; make jokes, puns, plays on words; see humour in situations, even ones against him or her, and laughs at the situation)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD  
 Unsure or don't know

An example:

10. **Understands things well enough to teach others.**  
(e.g. likes to play school with other children, dolls or stuffed animals; talks like an 'expert' or likes to discuss certain topics a lot; explains ideas to adults when he or she doesn't think the adult understands very well)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD  
 Unsure or don't know

An example:

**11. Is comfortable around older children and adults.**

(e.g. craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; often plays with and is accepted by older children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

An example:

**12. Shows leadership abilities.**

(e.g. has a verbal understanding of social situations; sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or influence other children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

An example:

**13. Is resourceful and improvises well.**

(e.g. makes ingenious or functional things from LEGO or other building toys; uses toys in unique or non-traditional ways; plays with or carries on conversations with imaginary friends; makes up believable endings to stories)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

An example:



**14. Shows logical and metacognitive skills in managing own learning.**

(e.g. understands game rules quickly; learns from mistakes in playing games; sees errors or losses as learning experiences rather than failures; monitors difficulty of task to push self to more challenging levels)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD

Unsure or don't know

An example:

**15. Uses imaginative methods to accomplish tasks.**

(e.g. presents unique arguments in order to convince others to allow him or her to do or get things; finds imaginative ways to get out of doing things they don't want to do; curious with a high energy level that is goal directed)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD

Unsure or don't know

An example:

**16. Use the rest of this page or its back to tell us anything you think is important about this child that we have not asked about.** Please feel free to add any information you think might be useful in giving us a clear picture of what the child has done. Be as specific as possible in describing the child's interests and accomplishments. If you can share some copies of this child's creative work, we would be delighted to have them.

# Gifted and talented checklist for parents

## *Things my young child has done*

The following is a checklist of characteristics of gifted young children. The examples after each item are there to help you to understand that item. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think this child is like the item by using the scale below each item. Mark strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how this child compares to an item, fill in the **Unsure or don't know** circle. Use the space below the item for examples concerning your child, add as many details as you can remember. Be as specific as possible in describing the child's interests and accomplishments. The space is small, so please feel free to add extra pages of stories or examples to tell us more. If you can share copies of this child's creative work, we would be delighted to have them. Use additional pages to describe anything you think is important about this child that we have not asked about.

Child's name: \_\_\_\_\_

Child's birthday: \_\_\_\_\_

Your name: \_\_\_\_\_

School name: \_\_\_\_\_

Date: \_\_\_\_\_

This child:

**1. Has quick accurate recall of information.**

(e.g. remembers complex happenings and describes them long afterwards in clear details; learns notes and words to songs quickly; remembers landmarks and turns on the way to familiar places)

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) SD

Unsure or don't know

A personal example:

**2. Shows intense curiosity and deeper knowledge than other children.**

(e.g. insatiable need to know and explore; later on he or she collects things and then learns all he or she can about them; remembers things in great detail.)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

A personal example:

**3. Is empathetic, feels more deeply than do other children that age.**

(e.g. feels unusual hurt or pain when he or she displeases someone; shows pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

A personal example:

**4. Use advanced vocabulary.**

(e.g. correctly uses vocabulary adults would expect from older children; surprises adults and children with big words they use; knows more words than other children; stops to ask about new words then remembers them and uses them correctly later)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

A personal example:

**5. Began to read, write or use numbers early.**

(e.g. early interest in the alphabet and or numbers; liked to imitate writing as a toddler; copied letters, words or numbers; learned to read or count early without formal instruction; developed computational skills earlier than others)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example and approximate age of your child at the time:

**6. Understood phrases or brief sentences as an infant.**

(e.g. listened intently; understood and acted on short sentences such as 'Give mum a hug' or 'Bring me the book and I will read to you')

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example and approximate age of your child at the time:

**7. Began speaking first in words and sentences earlier than other children.**

(e.g. spoke first words before age one; went from saying individual words to speaking sentences quickly or, spoke first words later than age one and quickly moved to speaking in complete sentences; carried on conversations with adults as if they were peers)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example and approximate age of your child at the time:

**8. Early motor development.**

(e.g. very visually attentive during the first six months, watched people carefully; followed movement intently; walked early; fed himself or herself sooner than other children; active use of toys and puzzles)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example and approximate age of your child at the time:

**9. Shows unusually intense interest and enjoyment when learning new things.**

(e.g. listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example:

**10. Has an advanced sense of humour or sees incongruities as funny.**

(e.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example:

**11. Understands things well enough to teach others.**

(e.g. likes to play school with other children, dolls or stuffed animals; talks like an 'expert' or likes to discuss certain topics a lot; explains ideas to adults; when he or she doesn't think the adult understands very well)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example:

**12. Is comfortable around older children and adults.**

(e.g. craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; likes to play board games designed for older children, teens or adults; often plays with and is accepted by older children)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example:

**13. Shows leadership abilities.**

(e.g. sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or to influence other children)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example:

**14. Is resourceful and improvises well.**

(e.g. finds unique or non-traditional ways; plays for long periods of time with imaginary friends; diligent in getting things they want regardless of where you've put them; makes up believable endings to stories)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example:

**15. Uses imaginative methods to accomplish tasks.**

(e.g. presents unique arguments in order to convince others to allow him or her to do or get things; finds imaginative ways to get out of doing things they don't want to do; curious with a high energy level that is goal directed)

SA  10  9  8  7  6  5  4  3  2  1  0 SD

Unsure or don't know

A personal example:

**16. Use the rest of this page or its back to tell us anything you think is important about your child that we have not asked about.** Please feel free to add information you think might be useful in giving us a clear picture of what your child has done. Be as specific as possible in describing your child's interests and accomplishments. If you can share some copies of your child's creative work, we would be delighted to have them.