



O.P.E.N. Gifted Workshop



Presented by:
Kirtland Schools' Staff


Linn Bowen, KMS Guidance Counselor
Greg Bell, KMS Guidance Counselor
Kara Prosuch, KHS Guidance Counselor
Becky Malinas, Director of Pupil Services

Myths about Gifted Students




- **Myth:** Gifted children will achieve without guidance.
- **Fact:** Without appropriate guidance and support, gifted children may lose motivation or underachieve.
- **Myth:** Gifted students are best served when tutoring others or when given larger quantities of work at average grade level.
- **Fact:** When gifted students consistently tutor others, often they are not learning anything new. This can cause unhealthy self-esteem issues for both the tutored and the gifted student. Gifted children need a high degree of educational challenge, not more of an average level.

Myths about Gifted Students



- **Myth:** Gifted students are 'teacher pleasers,' are easy to teach, and will always make straight "As."
- **Fact:** In order for gifted students to maintain high levels of achievement, teachers must make curricular adjustments, not just give 'more' work. Without appropriate modifications, gifted students may develop behavior problems. Gifted students will not always achieve, especially if unmotivated.

Myths about Gifted Students




- **Myth:** Students who achieve straight A's in school are probably Gifted.
- **Fact:** There is a difference between high achieving students and Gifted students. While we can use scores to identify Giftedness, there is also a fundamental difference in the way a Gifted student thinks and learns

Definition of "Gifted"



- **"Gifted"** refers to students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under division (A), (B), (C), or (D) of section 3324.03 of the Ohio Revised Code. The areas of identification are:
 - * Superior Cognitive Ability
 - * Specific Academic Ability
 - (Mathematics, Reading, Science and Social Studies)
 - * Visual and/or Performing Arts Ability
 - (Visual Art, Music, Dance, Drama)
 - * Creative Thinking Ability


Specific Academic Ability



- **"Specific Academic Ability Field"** means one or more of the following areas of instruction:
 - (a) Mathematics;
 - (b) Science;
 - (c) Reading, Writing, or a combination of these skills; and/or
 - (d) Social studies.

Visual and Performing Arts Identification


❖

Visual Arts



❖

Drama/Theatre



❖

Dance


❖


Music


Cognitively Superior



- A child shall be identified as exhibiting “Superior Cognitive Ability” if the child did either of the following within the preceding twenty-four months:
 - (i) Scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed or certified school psychologist or licensed psychologist; OR ...

Cognitively Superior (Cont.)




- (ii) Accomplished any one of the following:
 - (a) Scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test;
 - (b) Performed at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test or;
 - (c) Attained an approved score on one or more above grade-level standardized, nationally normed approved tests

Gifted Identification

2nd Grade Assessments:

- **Whole Class**
 - Students are assessed in 2nd grade to identify skills, ability levels as well as to identify as a student as Gifted or Cognitively Superior.




Gifted Identification

Whole Class Assessments:


- MAP (Measures of Academic Progress)
 - 95thile
- Cognitive Abilities Test
 - (CogAT) Form 7
 - Grades K-1
 - Score for Gifted ID 127
 - Grades 3-12
 - Score for Gifted ID 128

Rescreening/Retesting



Gifted

- **REFERRAL** The Kirtland School District ensures there are ample and appropriate procedures for assessments and re-assessment using:
 - Individually-administered tests
 - Group Tests
- Children may be referred on an ongoing basis, based on the following:
 - Child request (self-referral);
 - Teacher recommendation;
 - Parent/guardian request;
 - Child referral of peer; and
 - Other (i.e. psychologist, community members, principal, gifted coordinator, etc.)

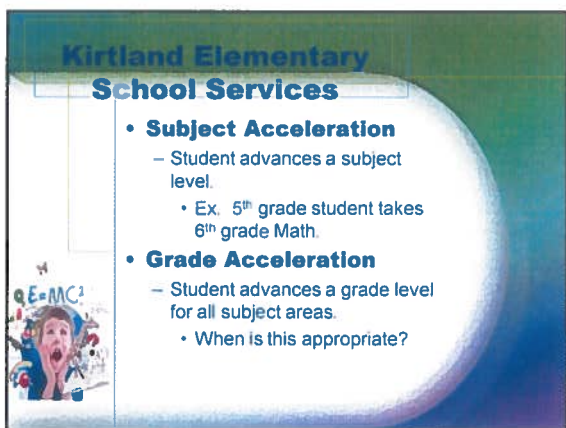




Kirtland Elementary School Services

- **Early Entrance to Kindergarten**
 - Student enters Kindergarten at an earlier age.
- **3rd-5th Grade**
 - Cluster Groups

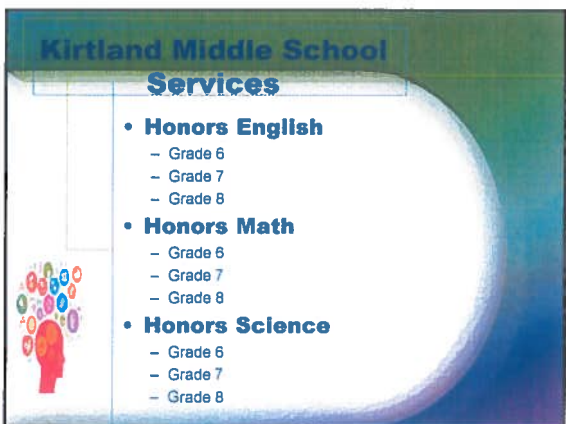
Gifted



Kirtland Elementary School Services

- **Subject Acceleration**
 - Student advances a subject level.
 - Ex. 5th grade student takes 6th grade Math.
- **Grade Acceleration**
 - Student advances a grade level for all subject areas.
 - When is this appropriate?

E=MC²




Kirtland Middle School Services

- **Honors English**
 - Grade 6
 - Grade 7
 - Grade 8
- **Honors Math**
 - Grade 6
 - Grade 7
 - Grade 8
- **Honors Science**
 - Grade 6
 - Grade 7
 - Grade 8

Kirtland Middle School Services

- **Subject Acceleration**
 - Ex. 7th Grade student taking Algebra (typically a 9th grade course).
 - Ex. 8th Grade student taking Biology (typically a 10th grade course).
- **Grade Acceleration**
 - All subjects/classes are taken at a grade above actual grade level.




Kirtland High School Services

- **Honors' Class Offerings**
 - Honors English
 - Honors Social Studies
 - Honors Sciences
 - Honors Math
 - Honors Band
 - Honors Choir
 - Honors Art




Kirtland High School Services

- **AP Classes**
 - English
 - Language
 - Literature
 - Math
 - Calculus AB
 - Calculus BC
 - Statistics
 - Social Studies
 - Government
 - U.S. History
 - Science: Biology
 - Sciences: Chemistry
 - Sciences:




Kirtland High School Services

- **AP Classes**
 - Sciences:
 - Biology
 - Chemistry
 - Physics
 - Computer:
 - Computer Science
 - Computer Principals
- **CCP**
 - College Credit Plus




Written Education Plans

- Written Education Plans (WEPs) are written for any student that is identified as Gifted and is being served in the area(s) identified.
 - Student is identified as Gifted in Reading and Social Studies:
 - Student is taking Honors English, Government and Math
 - The student's WEP is written for English and Government only



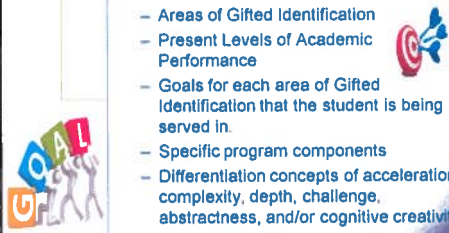
Written Education Plans (cont.)

- Kirtland Written Education Plans (WEPs) consist of:
 - **Learning Styles Inventory**
 - Visual
 - Auditory
 - Tactile/Kinesthetic
 - **Preferred Instructional Approach**
 - Individually
 - With a Partner
 - Small Group
 - Large Group
 - **Areas of Strengths**-rated by student
 - **Areas of Difficulty**-rated by student




Written Education Plans (cont.)

- Kirtland Written Education Plans (WEPs) consist of:
 - Areas of Gifted Identification
 - Present Levels of Academic Performance
 - Goals for each area of Gifted Identification that the student is being served in.
 - Specific program components
 - Differentiation concepts of acceleration, complexity, depth, challenge, abstractness, and/or cognitive creativity




Written Education Plans (cont.)

- Kirtland Written Education Plans (WEPs) consist of:
 - Student Progress Measures
 - How the student's progress will be assessed.
 - Service setting for the goal.
 - How will the student show mastery?
 - Person responsible for delivering instruction and evaluating mastery
 - Team Signatures
 - Effective dates of WEP.



Written Acceleration Plan

- A Written Acceleration Plan (WAP) is written the first year a student is accelerated.
- After the student is accelerated either by **Subject** or **Grade Level**, the State assumes that the student will continue to be accelerated in that specific Subject or continue onto further grades.



Asynchronous Development

- What does this mean?
- How does Asynchronous Development apply to Gifted students?

???Questions???





Section 1: Demographics

Name: Gender: Female DOB: Grade: 7

Student Address:

Email:

Parent/Guardian:

Parent Address:

Home Phone:

Work Phone:

Cell Phone:

District: Kirtland Local Schools

Building: KMS

Does the student have a WAP? No

Section 2: Area(s) and Date(s) of Identification

☐ Superior Cognitive Ability:

☐ Creative Thinking Ability:

Specific Academic Ability: ☐

Reading/Writing/ Combination:

☐ Mathematics:

☐ Social Studies:

☐ Science:

Visual Performance Arts: ☐

Drama/Dance: ☐

☐ Visual Arts:

☐ Music:

Section 3: Student Interests and Learning Styles

Excels at (subject): ELA

Area of Difficulty: ELA

Learning Style: Visual

Learns best through:

Reading

Works best: Individually

Section 3: Present Level of Academic and Social/Emotional Performance

Quarterly Grades: Quarter 1: Quarter 2: Quarter 3: Quarter 4: Classroom Performance: Excellent

Annual Goal: 1

Annual Goal 1: (Academic and/or Other)

Area of Identification Associated with this Goal: N/A

Person Responsible for this Service:

Gifted Intervention Specialist

Service Plan/Program Components or Curricular Interventions: (Consider the differentiation concepts of acceleration, complexity, depth, and challenge)

Method of Progress Evaluation: N/A

Progress will be reported every N/A

weeks through Progress Book.

Waiver of Assignments and Re-Scheduling of Tests: N/A

Service Setting for this Goal: Regular Education Class (Gen. Ed.)



Kirtland Local Schools
2015-2016 Written Education Plan For Gifted Students

Page of

Annual Goal: 2

Annual Goal 2: (Academic and/or Other)

Area of Identification Associated with this Goal: Superior Cognitive Ability **Person Responsible for this Service:** General Education

Service Plan/Program Components or Curricular Interventions: (Consider the differentiation concepts of acceleration, complexity, depth, and challenge)

Method of Progress Evaluation: Rubric **Progress will be reported every** 4 **weeks through Progress Book.**

Waiver of Assignments and Re-Scheduling of Tests: N/A **Service Setting for this Goal:** Regular Education Class (GIS)

Annual Goal: 3

Annual Goal 3: (Academic and/or Other)

Area of Identification Associated with this Goal: Specific Academic Ability **Person Responsible for this Service:** General Education

Service Plan/Program Components or Curricular Interventions: (Consider the differentiation concepts of acceleration, complexity, depth, and challenge)

Method of Progress Evaluation: Portfolio **Progress will be reported every** 4 **weeks through Progress Book.**

Waiver of Assignments and Re-Scheduling of Tests: Yes **Service Setting for this Goal:** Regular Education Class (Gen. Ed.)

Total Number of Annual Goals: 3



Kirtland Local Schools
2015-2016 Written Education Plan For Gifted Students

Page _____ of _____

Section 5: Reporting Periods and Signature Page

WEP Effective Dates: From: _____ To: _____ Date of Next Review: _____

This WEP Team meeting was:

Signatures

Student: _____ Date: _____ Teacher: _____ Date: _____
Signature: _____ ☐ Participated ☐ Excused Signature: _____ ☐ Participated ☐ Excused

Parent: _____ Date: _____ Teacher: _____ Date: _____
Signature: _____ ☐ Participated ☐ Excused Signature: _____ ☐ Participated ☐ Excused

Parent: _____ Date: _____ Teacher: _____ Date: _____
Signature: _____ ☐ Participated ☐ Excused Signature: _____ ☐ Participated ☐ Excused

Gifted Coordinator: _____ Date: _____ Teacher: _____ Date: _____
Signature: _____ ☐ Participated ☐ Excused Signature: _____ ☐ Participated ☐ Excused

Administrator: _____ Date: _____ Teacher: _____ Date: _____
Signature: _____ ☐ Participated ☐ Excused Signature: _____ ☐ Participated ☐ Excused

Reporting Periods:

1st Date: _____ 3rd Date: _____

2nd Date: _____ 4th Date: _____

Initial WEP ☐ I give consent to initiate gifted education and related services specified in this WEP.

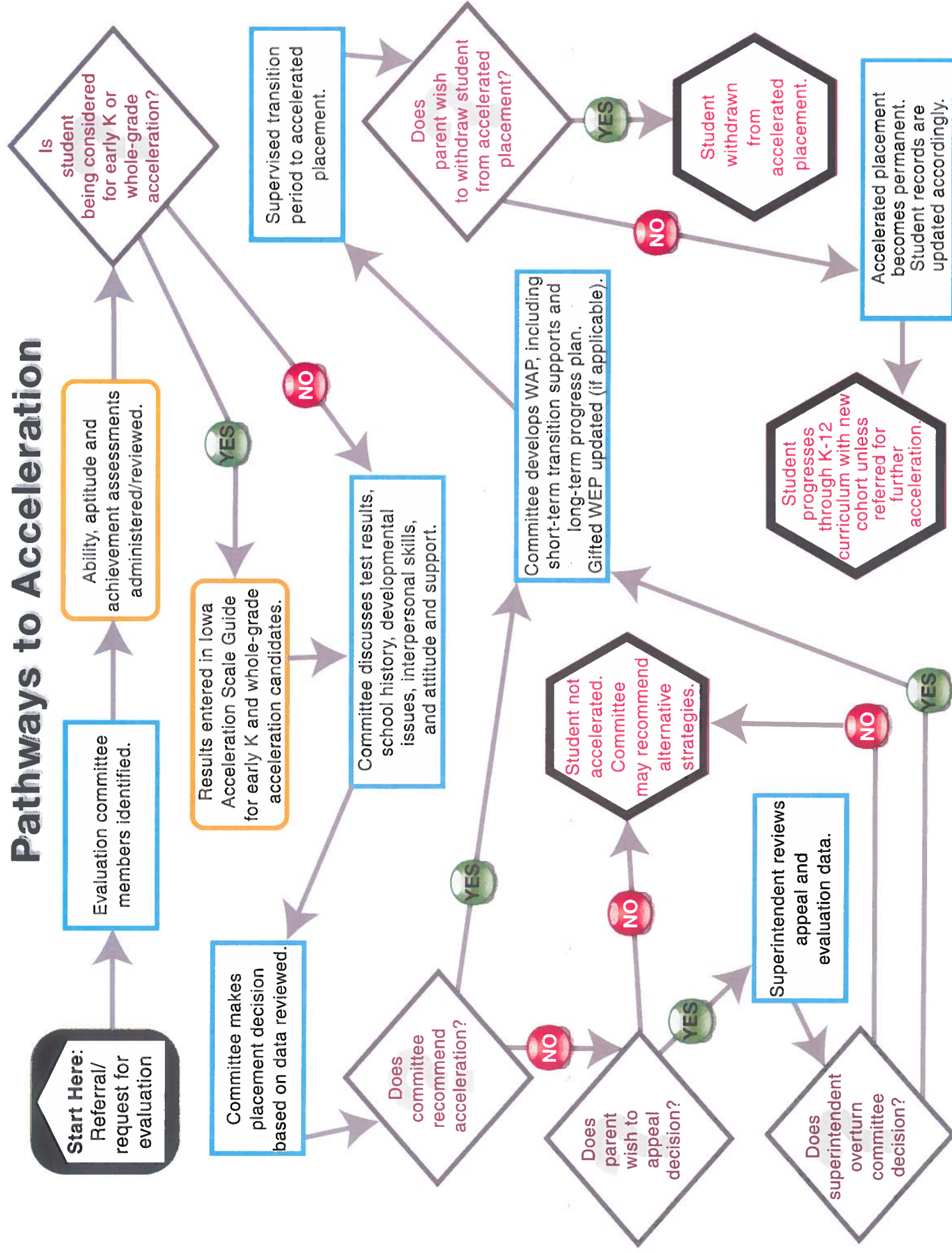
☐ I do not give consent for gifted education services at this time.

Parent Notice of District Service Options/Copy of the WEP

☐ I have received a copy of the District Service Options ☐ I have received a copy of this WEP.

Parent Signature: _____ Date: _____

Pathways to Acceleration



“How do I know if a child is *gifted*?”

Information to inform the decision to request gifted screening/assessment

Why We Identify...

Every child has a *gift* and is a wonderful *gift* to the world, yet not every child is *gifted*.

The term *gifted* is a professional term used to describe students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. These students are found at all grades and in many different areas. For some gifted students, their learning needs exceed those of their age-level peers. The goal of screening and identification of *gifted* students is to locate these students to ensure that we are providing the most appropriate, challenging, and least restrictive educational environment to match their individual needs.

Characteristics of Gifted Children

(from *When Gifted Kids Don't Have All the Answers*
by Jim Delisle, PhD. & Judy Galbraith, M.A.)

1. Shows superior reasoning powers and marked ability to handle ideas; can generalize readily from specific facts and can see subtle relationships; has outstanding problem-solving ability.
2. Shows persistent intellectual curiosity; asks searching questions; shows exceptional interest in the nature of humankind and the universe.
3. Has a wide range of interests, often of an intellectual kind; develops one or more interests to considerable depth.
4. Is markedly superior in quality and quantity of written and/or spoken vocabulary; is interested in the subtleties of words and their uses.
5. Reads avidly and absorbs books well beyond his or her years.
6. Learns quickly and easily and retains what is learned; recalls important details, concepts and principles; comprehends readily.
7. Shows insight into arithmetical problems that require careful reasoning and grasps mathematical concepts readily.
8. Sustains concentration for lengthy periods and shows outstanding responsibility and independence in classroom work.

How do I know if a child is a “High Achiever” or a “Gifted Learner”?

A High Achiever

- Knows the answer
- Is interested
- Generates advanced ideas
- Works hard to achieve
- Answers the questions
- Performs at the top of the group
- Needs 6 to 8 repetitions for mastery
- Comprehends at a high level
- Enjoys peers
- Grasps the meaning
- Absorbs the information
- Is motivated by grades
- Enjoys school
- Copies accurately

A Gifted Learner

- Asks the questions
- Is curious
- Generates complex, abstract ideas
- Knows without working hard
- Discusses in detail, elaborates
- May go beyond the group
- Needs 1 to 2 repetitions for mastery
- Comprehends in-depth, complex ideas
- Prefers adults
- Draws inferences and connects concepts
- Manipulates information
- May not be motivated by grades
- Enjoys learning
- Creates a new design



The Young Gifted Child: a Guide for Families



Ted Strickland, Governor

Department
of Education

Deborah S. Delisle,
Superintendent of Public Instruction

Office of Early Learning and School Readiness
Office for Exceptional Children

What is giftedness?

Characteristics of young gifted children can include, but are not limited to:

- ✓ Advanced use of words and language;
- ✓ Early reading skills;
- ✓ Keen observation and curiosity;
- ✓ Unusual ability to remember information;
- ✓ Periods of intense concentration;
- ✓ Talent in the arts;
- ✓ Sticking with a task longer than other children the same age;
- ✓ Understanding concepts usually grasped at an older age;
- ✓ Seeing relationships between information and concepts better than children the same age; and
- ✓ Thinking beyond the obvious.

A child's physical, social, emotional and language development happens in steps or stages. Children usually progress through these stages in their own unique timeframe, but it is common for young gifted children to be developmentally advanced in some areas and typical in others. For example, a gifted preschool child may be able to read independently but need help tying shoelaces.

As a result, families can find it challenging to meet the educational needs of their young gifted children. Parents can benefit from working with early childhood teachers to recognize and meet the physical, social and emotional needs of their young gifted children while nurturing their children's intellectual talents.

An appropriate early childhood setting is one that offers children choices, open-ended experiences and opportunities to explore topics of special interest to them – particularly with intellectually similar friends.

Is my preschooler gifted?

Parents are often the first to observe behaviors described below that may indicate giftedness in a young child:

- ✓ Understands the meanings and use of words better than other children her age;
- ✓ Is curious about many things and asks questions often;
- ✓ Is very good at working puzzles or solving problems;
- ✓ Has a great sense of humor and understands jokes more than other children his age;
- ✓ Has a good memory and remembers details of conversations or stories;
- ✓ Is interested in difficult concepts such as time and space;
- ✓ Has an active imagination that may include imaginary friends;
- ✓ Concentrates on certain activities much longer than other children her age;
- ✓ Gets his feelings hurt easily;
- ✓ Reads or figures out math-related problems at an early age; or
- ✓ Shows talent in music, art or drama.





How can I develop my child's gifts and talents?

Parents play an especially important role in developing the special capabilities of a young gifted child. To be effective, parents should:

- ✓ Promote their child's growing need for independence;
- ✓ Set clear limits and guidelines;
- ✓ Communicate clearly and with enthusiasm;
- ✓ Expand vocabulary by using new words;
- ✓ Provide a variety of learning materials, especially books;
- ✓ Help develop special skills;
- ✓ Find playmates who have similar interests (young gifted children sometimes enjoy the company of older children);
- ✓ Promote creativity and encourage the child to try new things that help him value learning and creativity; and
- ✓ Read to, and engage in, creative hobbies with the child.

How do I address my child's social-emotional needs?

Because of their emotional intensity, it is not unusual for young gifted children to achieve academically in preschool, yet be judged "not ready" emotionally or socially to enter kindergarten. When a child's social and emotional needs are understood and met, she will develop a positive self-image and the coping skills necessary for meeting life's challenges. Some common social-emotional characteristics of young gifted children include:

- ✓ Intensity;
- ✓ Perfectionism;
- ✓ Persistence and prolonged concentration;
- ✓ Procrastination;
- ✓ Curiosity;
- ✓ Complexity;
- ✓ Willingness to take risks;
- ✓ Advanced imagination; and
- ✓ Frustration, moodiness and, in a minority of children, depression.

What should I consider when choosing a school?

When choosing a preschool or kindergarten, select a program that:

- ✓ Adjusts teaching methods and curriculum to the needs of gifted and talented children;
- ✓ Involves children in creative-thinking activities;
- ✓ Provides a variety of materials to explore, examine or investigate;
- ✓ Encourages children to speak, question, discuss and be actively involved in learning;
- ✓ Helps children pursue their interests and talents (Smutny, 1999); and
- ✓ Encourages parents to be involved.

Is early entrance the best option?

Parents have the option of enrolling a child in kindergarten before the age recommended by the school district. They should consider early entrance if their child demonstrates behaviors described in this brochure. All Ohio school districts are required to have a policy for “accelerating” or advancing academically gifted children, and such policies include the option of kindergarten early entrance. These policies indicate that school districts:

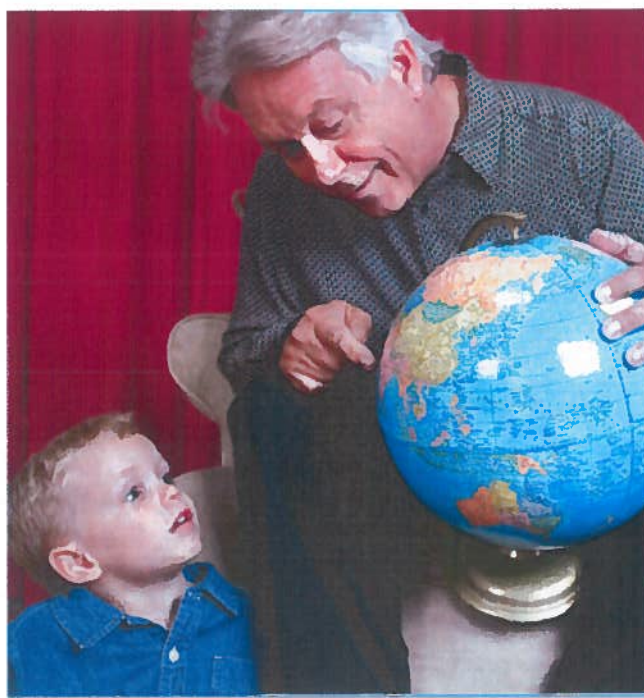
- ✓ Must screen a child for early entrance at a parent’s request, if the child is 5 years old before January 1;
- ✓ May screen children for early entrance if they are not 5 years old before January 1.

To learn more about your district’s early kindergarten entrance policy, contact the district’s gifted coordinator or e-mail an Ohio Department of Education consultant at gifted@ode.state.oh.us.

What are some additional resources?

- ✓ National Association for Gifted Children (www.nagc.org)
- ✓ Ohio Association for Gifted Children (www.oagc.com)
- ✓ Supporting Emotional Needs of the Gifted (www.sengifted.org)
- ✓ National Association for the Education of Young Children (www.naeyc.org)

For more information regarding the contents of this brochure, please contact the Ohio Department of Education at gifted@ode.state.oh.us. Additional brochures may be downloaded from education.ohio.gov, keyword search: *young gifted child*.



References

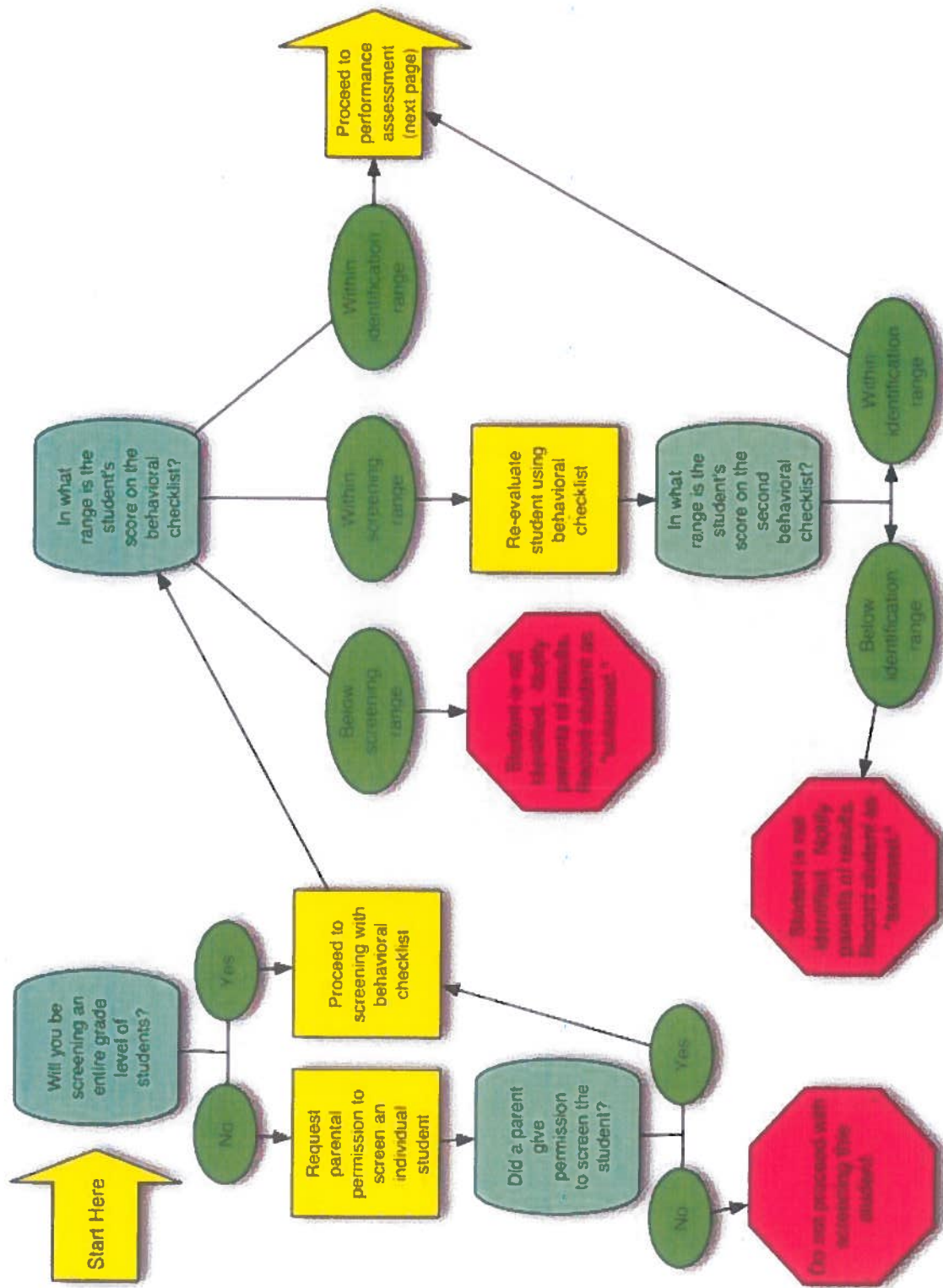
Perry, P. J. (1999). *Enjoying and encouraging the young gifted child*. In J. F. Smutny (Ed.), *The young gifted child: Potential and promise*, an anthology (pp. 220-239). Cresskill, NJ: Hampton Press Inc.

Roeper, A. (1995). *How the gifted cope with their emotions*. In Annemarie Roeper: *Selected writings and speeches* (pp. 74-84). Minn, MN: Free Spirit.

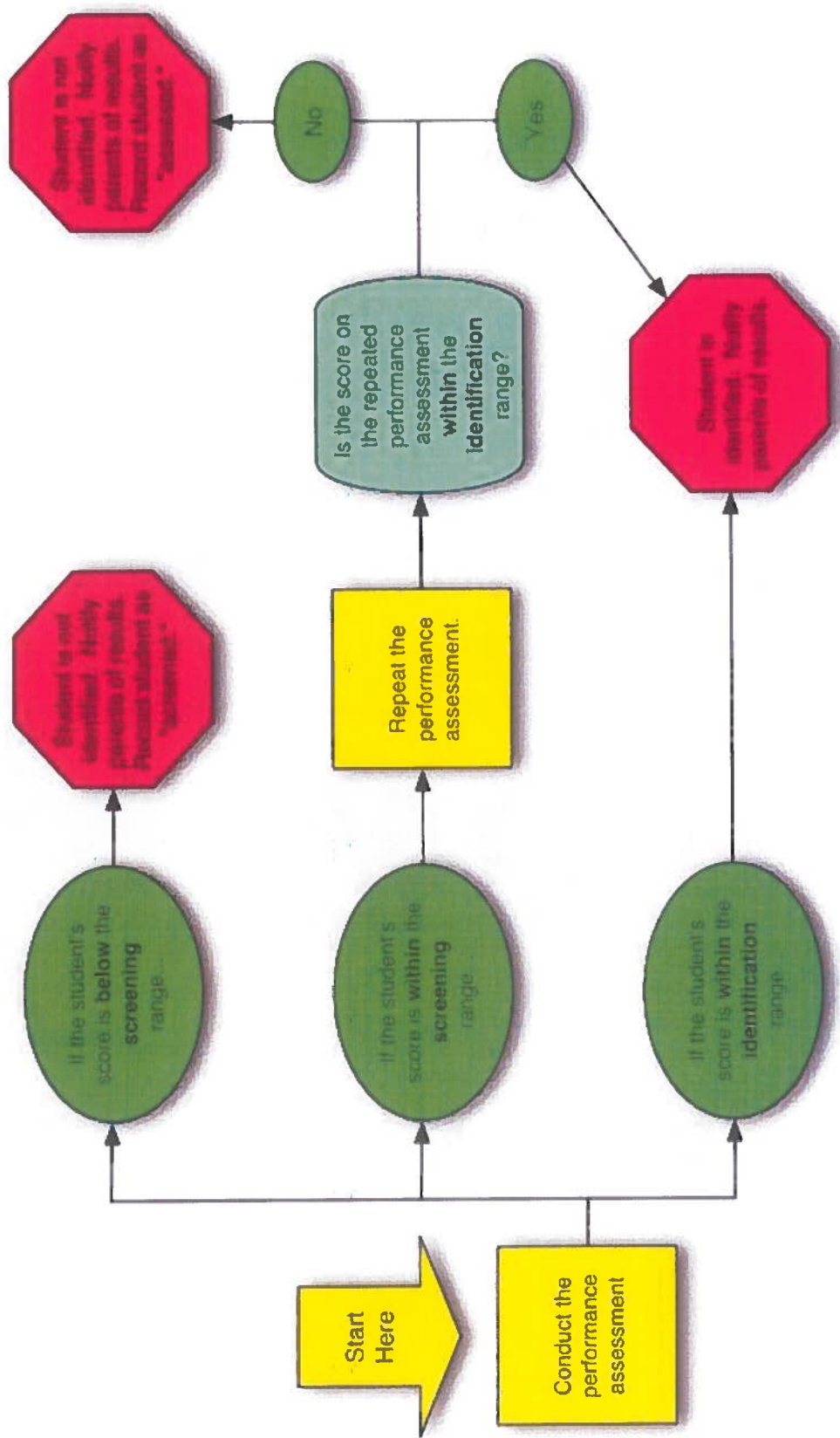
Silverman, L. K. (2007). *What is giftedness?* Retrieved on March 23, 2009, from http://www.gifteddevelopment.com/What_is_Gifted/whatis.htm

Smutny, J. F. (1999). *The young gifted child: Potential and promise*, an anthology. Cresskill, NJ: Hampton Press Inc.

Sample Identification Process Decision Flowchart – Part 1



Sample Identification Process Decision Flowchart – Part 2



A Service Bulletin by
National Association for
Gifted Children (NAGC)

and
Supporting Emotional
Needs of the Gifted (SENG)



NATIONAL ASSOCIATION FOR
Gifted Children

Is My Child Gifted?

Is My Child Gifted?

• All children are special and have their own areas of strength. However, some children have unusually advanced abilities that require special adjustments at home and school to help them grow and learn. As you watch your child grow and develop, you may notice skills or characteristics that are quite different from those of other children the same age. For example, your child may:

- Be very curious and observant
- Use adult-sounding words and reasoning
- Think of many unusual ideas
- Recognize complex patterns or relationships
- Come to surprising solutions to problems
- Show a strong memory
- Ask unusual questions
- Demonstrate advanced talent in a certain area (such as mathematics, science, writing, art, music, or drama)
- Learn letters or numbers early and read before being formally taught

Children can show giftedness in a variety of ways, and often parents are the first to notice special abilities. If you are seeing a number of these behaviors in your children, it might be a signal that their development is somewhat advanced.

Where Can I Get More Information?

You should visit the websites of two national organizations for premier resources and information about gifted children and the supports they need at home and at school.

The Internet also provides ready access to information about giftedness and is often the best first step in finding the information you need to guide your child. You can also contact your state department of education and your state's gifted education association for information about your state's policies and resources to support gifted children.

What Should I Do If I Believe My Child is Gifted?

• Family members play an important role in providing learning experiences for children. You can recognize and build on the strengths and talents you witness in your children. Encourage your children's curiosity and creativity. Help your children find activities they love. Give your children opportunities to take healthy risks as they explore the wonder around them. Like all children, young gifted children need to become comfortable with trying new things and learning from mistakes. When your child has mastered one activity, present an opportunity for new challenges. Recognize that your child may be ready for experiences earlier than other children, and that his or her questions and interests may surprise and challenge you. Educate yourself about gifted children and about learning opportunities for them in your community. There may be times when you wish to consult with your family physician or a psychologist who has experience working with gifted children.

• Children can show giftedness in a variety of ways, and often parents are the first to notice special abilities. If you are seeing a number of these behaviors in your children, it might be a signal that their development is somewhat advanced.



National Association for Gifted Children
1707 L St., NW, Suite 550
Washington, DC 20036
Phone: 202 785 4268
Email: nagc@nagc.org
Web: www.nagc.org

Supporting Emotional Needs of the Gifted
P.O. Box 488
Poughquag, NY 12570
Phone: 845 226 4660
Email: office@sengifted.org
Web: www.sengifted.org

What Should I Do If I Believe My Child Isn't Sufficiently Challenged in School?

You know your child better than anyone else, and that makes you your child's best advocate. Gifted learners benefit when parents and schools work in partnership to recognize and respond to children's advanced learning needs. Consult with your child's teacher to learn more about what is happening in the classroom and to share observations about your child's strengths and interests. There may be gifted programs, gifted specialists, or other resources in your school or district to help you and your child. Many options exist for gifted children, including enrichment pull-out classes, cluster grouping, subject or grade skipping, independent studies, and summer or weekend gifted programs. You and the school can work together to determine the best program to meet your child's needs. Learn about parent advocacy and advisory groups in your district and how you can get involved. Some school districts are very responsive to the needs of gifted children, while others are not. It is important to be respectful and patient, but equally important to persevere and be determined.



What If My Child Shows Strengths in Some Areas And Weaknesses in Others?

Some gifted children may show strengths across all academic areas and continue to excel throughout school. Other gifted children may excel in one area, but be average or even below average in another area. Still other gifted children may start by showing high achievement across all areas, but later demonstrate high ability only in one or two areas. It is not uncommon for gifted children to show an uneven pattern of performance. However, if a child is significantly struggling in an area, consult with school professionals about the possibility of a learning disability. Children can be gifted and also have a learning disability. A trained psychologist and school personnel can work together to develop an educational plan that will respond to both the giftedness and the learning disability.

Can Giftedness Cause Behavior Problems?

Gifted children are children first, and like all children may sometimes misbehave. Although giftedness itself doesn't cause behavior problems, some of the special characteristics of giftedness may affect behavior. For example, gifted children are often intense and strong-willed. Some gifted children are overly perfectionistic and impatient with themselves and others. Gifted children may also sound so adult-like that parents sometimes expect behavior beyond their children's level of maturity. In school, gifted children may sometimes act out because they are not being academically challenged.

Can Children with Behavior and Learning Difficulties Also Be Gifted?

Some gifted children also have disabilities that impact learning, including Attention Deficit Hyperactivity Disorder (ADHD), learning disabilities, autism spectrum disorder, and other challenges. In these cases, schools and families should provide support to respond to both the giftedness and the learning difficulty. In some cases, behavioral interventions and medication are possible responses.



Education and medical professionals will help to make an appropriate intervention plan for children with these types of dual exceptionalities, but it is important that the characteristics of giftedness be considered in that planning. It is important to know that some gifted children, particularly those with high energy and difficulty with self-control or focus who are not challenged in school or at home, can show behaviors similar to those of a child with a diagnosis of ADHD.



It is important for medical professionals to include attention to a child's ability and school environment in making an assessment for ADHD.

How Can My Health Care Professional Help?

Physicians can provide important support, guidance, and referrals for parents of gifted children. Your pediatrician can describe general patterns of development, which may help you understand if certain aspects of your child's development might be advanced. If you feel your child is highly advanced and needs early attention, or if you feel your child may have behavioral or learning difficulties, pediatricians can refer you to psychologists or other medical professionals for appropriate assessments.

Pediatricians and family practitioners are general physicians trained to prevent, diagnose, and treat common health problems, and giftedness is not a medical condition. Many pediatricians and family practitioners are not familiar with giftedness and its relevance to behavior and development. You can help your physician and your child by talking about your child's unusual abilities as part of a total health assessment. It is important that physicians have information that enables them to be more helpful to parents of gifted children.



Information & Publications

Resources

[Glossary of Terms](#)

[Definitions of Giftedness](#)

[FAQs about Gifted Education](#)

[Gifted Education in the U.S.](#)

[Is My Child Gifted?](#)

[Myths about Gifted Students](#)

[National Standards in Gifted and Talented Education](#)

[Timely Topics](#)

[Key Reports in Gifted Education](#)

[NAGC Publications](#)

[For Administrators](#)

[For Educators](#)

[For Parents](#)

[For University Professionals](#)

[Gifted Education Practices](#)

[Gifted By State](#)

[NAGC Online Store](#)

[NAGC Gifted & Talented](#)

[Resources Directory](#)

Glossary of Terms

Ability Grouping

When students of a similar ability or achievement level are placed in a class or group based on observed behavior. Ability grouping is not the same as tracking. Read the [NAGC position on ability grouping](#).

Acceleration

A strategy of progressing through education at rates faster or ages younger than the norm. This can occur through subject acceleration (e.g., a fifth-grade student taking sixth-grade math). View the report *A Nation Deceived* from [Research and Policy on Acceleration](#). Discover guidelines for building an acceleration policy.

Accountability

Holding students, teachers, administrators, and other school personnel responsible for instructional outcomes. Read [statement on accountability for gifted student learning](#).

Achievement Tests

Tests designed to measure what students have already learned, mostly in specific content areas. An example of an Iowa Tests of Basic Skills (ITBS).

Advanced Placement (AP)

A program developed by the College Board where high schools offer courses that meet criteria established by the education. In many instances, college credit may be earned with the successful completion of an AP exam in a specific subject. This credit varies between colleges and universities; it is suggested that questions about this process be forwarded to the university of the student's choice. The Pre-AP program is offered to younger students as preparation for the upper-level AP courses; it is not equivalent to offering a gifted program.

Affective Curriculum

Curriculum that focuses on personal/social awareness and adjustment, and includes the study of values, attitudes, and emotions. It is referred to as social-emotional curriculum. Visit [Supporting Emotional Needs for the Gifted](#).

Aptitude

An inclination to excel in the performance of a certain skill.

Aptitude Test

A test predicting a student's future performance in a particular domain. One such test is the SAT Test. View [testing](#).

Asynchrony

A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development in gifted children. Find more information [here](#).

At-Risk

A term used to describe students whose economic, physical, emotional, or academic needs go unmet or serve as a barrier to recognition or development, thus putting them in danger of underachieving or dropping out. Read more information [here](#).

Authentic Assessment

Evaluating student learning through the use of student portfolios, performance, or observations in place of or in addition to traditional measures of performance such as tests and written assignments. The process allows students to be evaluated on tasks that more closely resemble real-world tasks. Read [NAGC position statement on assessment](#). Visit these links for more information on authentic and performance-based assessments.

Bloom's Taxonomy

Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. It is a hierarchy within the taxonomy that move from basic to high levels of thinking. The original levels included knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy was later updated to reflect 21st-century skills, with levels of remembering, understanding, applying, analyzing, evaluating, and creating.

Brainstorming

Brainstorming is an activity used to generate many creative ideas that have no right or wrong answers and are not subject to criticism. Effective brainstorming is characterized by fluency and flexibility of thought.

Cluster Grouping

A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are "clustered" in the same classroom, which allows the teacher to more efficiently differentiate instruction for a group of advanced learners rather than just one or two students. View more information [here](#).

Common Core State Standards

A set of academic standards in mathematics and English language arts/literacy (ELA) proposed in 2013 that all students should know and be able to do at the end of each grade. The standards place emphasis on helping students

(CCSS)	knowledge necessary to succeed in college and careers. View the NAGC position statement on the CCSS, V about the Common Core State Standards and gifted education.
Concurrent or Dual Enrollment	Most often refers to high school students taking college courses, often for college credit. Dual enrollment is view school students benefits such as greater access to a wider range of rigorous academic and technical courses, saving on a college degree, promoting efficiency of learning, and enhancing admission to and retention in college. The to refer to middle grade students taking high school courses and earning credit toward graduation.
Creativity	The process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies component of giftedness.
Criterion-Referenced Testing	An assessment that compares a student's test performance to his or her mastery of a body of knowledge or specific relating scores to the performance of other students.
Culturally and Linguistically Diverse Students (CLD)	Students from diverse backgrounds, including those of black, Hispanic, and Asian descent, those learning English and those from low socioeconomic backgrounds. Often, these students are considered as being underrepresented. Can sometimes be referred to as culturally, linguistically, and economically diverse (CLIED) students. View NAG identifying and serving these students.
Curriculum Compacting	An instructional technique that allows teachers to adjust curriculum for students by determining which students most or all of the learning outcomes and providing replacement instruction or activities that enable a more efficient use of the student's time. Find more information at the Neag Center for Gifted Education at the University of Connecticut.
Differentiation	Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs.
Distance Learning	When a student takes a course remotely (most commonly over the Internet) from a school or teacher different from district. These can come in the form of online high schools, Massive Open Online Courses (MOOCs), courses for universities, or courses offered by Talent Search programs. Visit the Davidson Institute for more information.
English Language Learners	Students who are learning English as an additional language. Special consideration should be taken to identify and for gifted programming. View a manual on identifying and serving this population from the Belin Blank Center.
Enrichment	Activities that add or go beyond the existing curriculum. They may occur in the classroom or in a separate setting program.
Flexible Grouping	An instructional strategy where students are grouped together to receive appropriately challenging instruction. It permits students to move in and out of various grouping patterns, depending on the course content. Grouping can ability, size, and/or interest. Read the NAGC position on grouping.
Gifted and Talented Students	The federal Elementary and Secondary Education Act defines gifted and talented students as "Students, children evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or fields, and who need services and activities not ordinarily provided by the school in order to fully develop those Part A, Definition 22. (2002)" Many states and districts follow the federal definition. Find out more about how gifted defined in the research.
Heterogeneous Grouping	Grouping students by mixed ability or readiness levels. A heterogeneous classroom is one in which a teacher is a range of student needs or readiness levels. Also referred to as inclusion or inclusive classrooms. Check out the statement on ability grouping.
Homogeneous Grouping	Grouping students by need, ability, or interest. Although variations between students exist in a homogeneous of this grouping pattern is to restrict the range of student readiness or needs that a teacher must address.
Identification	The process of determining students qualified for gifted or advanced programming. Identification most common use of intelligence or other testing. Many researchers place emphasis on using multiple pathways for identification parent, or peer nominations or authentic assessments such as portfolios of student work to the process. Find more
Inclusion/Inclusive	An inclusive classroom contains students of varying ability levels. See heterogeneous grouping (above) for more

Classroom

Independent Study	A self-directed learning strategy where the teacher acts as guide or facilitator and the student plays a more active managing his or her own learning, often on a topic of special interest to the student.
Individual Education Plan (IEP)	An IEP is a document that delineates special education services for special-needs students. The IEP includes any required in the regular classroom and any additional special programs or services. Federal law and the majority of IEPs for gifted learners.
Intelligence	The ability to learn, reason, and problem solve. Debate revolves around the nature of intelligence as to whether it is something that is developed as a result of interacting with the environment. Many researchers believe that it is a
Intelligence Quotient (IQ)	A numerical representation of intelligence. IQ is derived from dividing mental age (result from an intelligence test) by age times 100. Traditionally, an average IQ is considered to be 100.
International Baccalaureate (IB) Program	A demanding pre-university program that students can complete to earn college credit. IB emphasizes critical thinking, understanding of other cultures or points of view. A diploma is awarded at the completion of the IB program, which grants access to universities worldwide. The IB program now includes Middle Years and Primary Years programs. View the IB Center for Gifted Education and Talent Development.
Learning Styles/Learning Preferences	Preferred way(s) in which individuals interact or process new information across the three domains of learning: cognitive (knowledge), psychomotor (skills), and affective (attitude). An individual's learning style is how he or she learns best.
Magnet Schools	A public school program that focuses on a specific learning area such as math, science, technology, or the performing arts. Magnet schools have been established to meet the specific learning needs of the gifted.
Mentor	A community member who shares his or her expertise with a student of similar career or field of study aspirations.
Next Generation Science Standards (NGSS)	A set of academic standards in science proposed in 2013 that outlines what a student should know and be able to do by grade. The standards place emphasis on helping students obtain skills and knowledge necessary to succeed in college and career. Read the NGSS position statement on the NGSS. View a list of FAQs about standards and gifted education.
Norm-Referenced Testing	An assessment that compares an individual's results with a large group of individuals who have taken the same assessment (referred to as the "norming group"). Examples include the SAT and Iowa Tests of Basic Skills.
Overexcitability	A theory proposed by Kazimierz Dąbrowski, a Polish psychologist, psychiatrist, and physician, that suggests that gifted individuals have heightened sensitivities, awareness, and intensity in one or more of five areas: psychomotor, sensual, intellectual, emotional, and social.
Portfolios	An alternative or supplement to traditional measures of giftedness, portfolios offer a collection of student work that helps to determine achievement and progress. Many of the elements found in portfolios cannot be captured by standardized tests. Find more info here.
Problem-Based Learning (PBL)	A curriculum and instruction model that asks students to solve real-world, complex, or open-ended problem situations through decision-making, creative and critical thinking, and other 21st-century skills. Learn more in this article in the NAGC Development newsletter.
Pull-Out Program	A program that takes a student out of the regular classroom during the school day for special programming.
Response to Intervention (RtI)	RtI is a general education method to identifying and serving students with diverse educational needs, particularly students with learning disabilities. Read the The Association for the Gifted/ Council for Exceptional Children's description of RtI and learn more here.
Rubric	A rubric is a chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for consistent evaluation according to specified criteria, making grading simpler and more transparent.

Social-Emotional Needs	Gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-aware expectations of themselves or others, and a sense of justice, moral judgment, or altruism. Counselors working in issues such as perfectionism, depression, low self-concept, bullying, or underachievement. View the NAGC position paper on the emotional needs of gifted children.
STEM	An acronym for the fields of science, technology, engineering, and mathematics, providing STEM curriculum is grow students' interests and potentials in these areas. Some researchers lump the arts (STEAM) into this category. View more information here.
Talent Development	Programs, curricula, and services for gifted and talented students that can best meet their needs, promote their achievement, and contribute to the enhancement of our society when schools identify students' specific talent strengths and focus on these talents.
Talent Search	A special program that uses out-of-level testing (commonly the SAT or ACT) to identify high-potential students to participate in a variety of out-of-school activities. These may occur in the form of Saturday or summer learning programs. There are four major talent searches in the U.S.: Duke University's Talent Identification Program, Northwestern University's Center for Talent Development (CTD), Johns Hopkins University's Center for Talented and Gifted, and the Center for Bright Kids (formerly Rocky Mountain Talent Search) in Denver, CO.
Telescope	To cover the same amount of materials or activities in less time, thereby allowing more time for enrichment activities that better suit the interests, needs, and readiness levels of gifted students.
Twice-Exceptional	A term used to describe a student who is both gifted and disabled. These students may also be referred to as having or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or other conditions. View the NAGC position paper.
Underachieving/Underachievement	A term used to describe the discrepancy between a student's performance and his or her potential or ability to perform at a higher level.