

## Characteristics And Identification Of Gifted And Talented Students

This guidebook helps university personnel design or revise teacher preparation courses in gifted education to align with the new standards required by NCATE for program accreditation.

The thoroughly updated Third Edition of this popular handbook provides practical guidance on diagnosing and treating children with developmental and behavioral problems in the primary care setting. Chapters written in outline format address topics ranging from everyday problems such as biting and social avoidance to serious and complex psychiatric disorders such as anorexia and depression. This edition includes new chapters on dealing with difficult child behavior in the office; alternative therapy for autism spectrum disorders; treatment of autism spectrum disorders; oppositional defiant disorder; bilingualism; health literacy; incarcerated parents; and military parents. Recommended readings for physicians and parents are included. A companion website includes the fully searchable text.

Characteristics and Identification of Gifted and Talented Students NEA Professional Library

Offers a thoroughly revised, comprehensive A to Z compilation of authoritative information on the education of those with special needs.

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

Describes books about the characteristics and identification of gifted children, special problems and programs, longitudinal studies, and other research on gifted children

'This is an excellent book which is organised for teachers, heads of schools, and those specifically involved with very able youngsters. Many ideas are provided in this book for teachers to follow in order to render their professional expertise appropriate for helping youngsters with high ability' - Dr L. F. Lowenstein, Educational, Clinical and Forensic Psychological Consultant Using ideas that have been tried and tested in the classroom, this book takes a whole school approach to providing appropriate challenge and support for gifted and talented pupils in an inclusive educational setting. Packed with practical ideas for meeting the needs of gifted pupils and containing plenty of case studies that show what can be achieved, this book also provides advice on: " Defining and Identifying giftedness and talent; " Strategies for resolving underachievement by gifted and talented pupils; " Dual exceptionality and removing barriers to attainment; " support strategies for gifted and talented pupils (in schools and in LEAs); " different teaching and learning strategies, such as differentiation and enrichment; " devising a tailored curriculum to meet the needs of individual able pupils. Gifted and Talented Co-ordinators, class teachers, LEA Advisers and Learning Support Teachers looking for a whole-school approach to helping more able pupils develop their abilities to the fullest potential will find this book invaluable.

The text focuses on identification criteria and characteristics of gifted and talented students in the context of educational programming. The section on characteristics discusses kinds of intelligence, indicators of giftedness, student characteristics that may pose difficulties for the classroom teacher (e.g., persistence, criticalness, and tendency to master generalizations at the expense of details), definition of giftedness in an educational context, distinction between the concepts of gifted versus talented, and the special characteristics of gifted underachievers, minority gifted, and gifted females. The second section describes types of identification instruments and procedures, as well as specific procedures implemented by selected programs for the gifted. A two-stage identification procedure is recommended.

Procedures tailored to identification in such specific areas as intellectual ability, academic talent, leadership, and visual and performing arts are noted. Approximately half the text consists of supplementary materials which include lists of characteristics of gifted and talented individuals, sample checklists, rating scales, and recommendation and evaluation forms. Information on representative group and individual achievement and intelligence tests, and on tests for assessing higher-level thinking behavior, is presented in chart format. Lists of selected print and media resources conclude the supplementary material. (JW)

"This paper examines current practices in the field of gifted education, focusing on the area of elementary gifted education. The literature review includes a brief history of gifted education, characteristics of giftedness as defined by several researchers, identification and assessment procedures, and different programming options for gifted students. Research-based recommended practices for gifted education are discussed and gifted program practices of give school districts are examined. This paper concludes with professional applications at different educational levels: federal, state, district, school, and classroom."--Leaf 4.

Example in this ebook This study is founded upon the work of Francis Galton, on the one hand, and of Albert Binet, on the other. It goes back to Galton's Hereditary Genius, read as a prescribed reference in the courses of Professor Edward L. Thorndike, in 1912; and to the publication in 1916 of Professor Lewis M. Terman's Stanford Revision of the Binet-Simon Scale for Measuring Intelligence. It comprises observations, measurements, and conversations covering a period of twenty-three years, during which acquaintanceships and friendships, every one of them delightful, have been formed and maintained with the twelve individuals who form the basis of the study. It was in November, 1916, shortly after taking appointment as instructor in educational psychology at Teachers College, Columbia University, that I saw for the first time a child testing above 180 IQ (S-B). I was teaching a course in the psychology of mentally deficient children, and it seemed to me that my class should if possible observe under test conditions one bright child for the sake of contrast. Accordingly, I asked whether any teacher present could nominate a very intelligent pupil for demonstration. Miss Charlotte G. Garrison and Miss Agnes Burke, teachers in the Horace Mann School, Teachers College, New York City, thereupon nominated the child who is called E in this monograph. E was presented at the next meeting of the class. It required two full classroom periods to test this child to the limits of the Stanford-Binet Scale, which had just then been published. E exhausted the scale without being fully measured by it, achieving an IQ of at least 187. He was on that date 8 years 4 months old. This IQ of at least 187 placed E in Galton's Class X of able persons; i.e., more than six "grades" removed from mediocrity. Taking 1 PE#dis# as one "grade," it placed him at least plus 11 PE from the norm; for 1 PE (Probable Error) equals 8 IQ, according to Terman's original distribution of 905 school children. This appeared as sufficiently striking to warrant permanent recording, since it would rate E as one in a million for statistical frequency, assuming "zeal and power of working" to be also abundantly present. I did not at that time have any expert knowledge of highly intelligent children. I had been working for some years in the hospitals of New York City with persons presented for commitment to reformatories, prisons, and institutions for mental defectives. I had tested thousands of incompetent persons, a majority of them children, with Goddard's Revision of the Binet-Simon Scale, scarcely ever finding anyone with an IQ rating as high as 100. This thoroughgoing experience of the negative aspects of intelligence rendered the performance of E even more impressive to me than it would otherwise have been. I perceived the clear and flawless working of his mind against

a contrasting background of thousands of dull and foolish minds. It was an unforgettable observation. To be continue in this ebook

For more than 25 years, Jim Delisle, Ph.D., consistently has been one of the most unique and influential voices in gifted education. Never afraid to question longstanding orthodoxies and speak out on controversial issues, Delisle also is notable for his empathetic and compassionate views on the many difficulties faced by gifted youth. For the first time, his most popular writings from the past two decades have been compiled into one volume. *Barefoot Irreverence* is a collection of more than 50 outstanding essays from esteemed publications such as *Education Week*, *Parenting for High Potential*, *Gifted Child Quarterly*, and *Roeper Review*, as well as his popular "Au Contraire" column in *Gifted Child Today*. Each article includes a new introduction by the author, and the book also debuts three never before published essays. Always diverse in the breadth of his topics, but consistent in his philosophical outlook, Delisle takes on such crucial issues as standardized testing, differentiation, the theory of Multiple Intelligences, the social and emotional lives of gifted children, character education, and the portrayal of gifted children in the media. Whether tackling heated controversies, offering advice to parents of gifted children, or making suggestions for how teachers can design a respectful classroom, Delisle's experiences as a scholar, classroom teacher, and parent make him one of the most widely read and respected writers in the field of gifted education. *Barefoot Irreverence* is the definitive collection of his work and a must-have for anyone involved in educating or parenting gifted children.

**SECOND EDITION** What tests are used to identify giftedness? How are decisions made about placement and services after a battery of tests have been administered? Beyond standardized testing, how do students qualify for services? A guide for parents, teachers, and university students seeking to identify and/or work with the gifted. It conveys: a history of assessing and identifying giftedness traditional and non-traditional measures for identifying the gifted procedures and test instruments used for appropriate and accurate assessment guidance for identifying giftedness among subpopulations methods for recognizing giftedness in the primary grades the importance of classroom teachers in the assessment process It also provides: many practical classroom ideas and activities for nurturing potential giftedness an Activity Book for students and teachers for each chapter About the author: Julie Lamb Milligan is a professor at Arkansas State University. She was for eighteen years a teacher and administrator in school districts throughout Arkansas before becoming a professor of education at the university. Dr. Milligan's Ph.D. in gifted education and curriculum and instruction is from Kent State University. In the past decade she has published numerous articles in professional journals and publications that concern themselves with educating the gifted.

The field of gifted education is characterized by a perplexing array of perspectives concerning such fundamental issues as definition, identification, curriculum, social and emotional development, and underserved populations. *Fundamentals of Gifted Education* provides a coherent framework for planning effective programs, providing appropriate educational services, and evaluating programs for the gifted. Parts are organized around fundamental issues confronting the field and follow a common structure: an introductory chapter that provides an overview of the theme of that part as well as guiding points and questions for the reader followed by representative point-of-view chapters written by leading experts that provide varied perspectives on the topic at hand.

This Brief discusses research about gifted education in Lebanese schools. It provides an overview of the latest theories, definitions, and practices used to identify gifted students in Lebanese schools.

Chapters begin by providing background information on the status of gifted education in Lebanon and the challenges gifted Lebanese children face. Subsequent chapters discuss recent and relevant international definitions of giftedness as well as common misconceptions and underrepresentation of giftedness. The Brief presents research study findings on the cultural definition of giftedness in the minds of Lebanese teachers. It also presents findings on current practices used to identify gifted learners in Lebanese schools. It concludes with recommendations from the teachers that participated in the reported study as well as the authors' proposal for a Lebanese elementary school policy for identification of gifted students. *Gifted Education in Lebanese Schools* is an informative resource for researchers, professionals, practitioners, and graduate students in the field of school psychology, educational psychology, gifted and special education, and social work.

*Scales for Identifying Gifted Students—Second Edition (SIGS-2)* offers the most comprehensive observational instrument available for identifying gifted students grades K–12. Used as part of a comprehensive process for identifying gifted children, SIGS-2 offers schools an instrument with extensive statistical and research support.

Educational title for gifted and advanced learners.

2020 TAGT Legacy Book® Award for Educators Winner Flexible tools help teachers see, understand, teach, challenge, and advocate for underserved gifted students. The underrepresentation of students from historically marginalized populations—including English language learners, twice-exceptional students, culturally and linguistically diverse students, and economically disadvantaged students—in our gifted programs and services continues to be a critical issue in education. The importance of a caring and committed teacher who sees and supports the potential in all learners and who respects linguistic diversity and students' cultural identity cannot be overstated, yet teachers need the knowledge and training to do so. This reader-friendly guide meets that need, promoting equity in gifted education by providing teachers with a variety of flexible tools to nurture the academic and affective growth of their gifted students from traditionally underserved populations. Over fifty strategies are outlined within five chapters addressing how teachers can see, understand, teach, challenge, and advocate for their underserved gifted learners in all content areas. The authors share numerous student quotes, teacher anecdotes, and spotlights on successful school efforts. Digital downloads include all forms from the book and a PDF presentation. A free PLC/Book Study Guide for use in professional development is also available.

With contributions from leading experts in the field, *Identification* takes an in-depth look at the research and practice of identification of gifted and talented students.

This is the Technical and Administration Manual for the Scales for Rating the Behavioral Characteristics of Superior Students. The Scales for Rating the Behavioral Characteristics of Superior Students are commonly referred to as the Renzulli Scales or Renzulli-Hartman Scales. Now in its third edition, the Renzulli Scales are the nation's most popular tool for identifying gifted children. Supported by 40 years of research, the Renzulli Scales are used by gifted and talented programs across the country. This standardized instrument is completed by teachers and provides an effective method for identifying gifted children. The Scales for Rating the Behavioral Characteristics of Superior Students: Technical and Administration Manual includes technical information about how the scales were developed as well as guidelines for using the scales. The manual includes a review of the supporting research for the instrument, field test data, and construct validity support. The manual also includes in-depth information about administering the Renzulli Scales and interpreting the results. The manual features extensive appendices that include reproducible teacher training activities to help teachers understand how to use the scales and rate students, easy-to-follow instructions on how to establish local norms in a school or district, and a practical plan for identifying students for gifted and talented programs. The Renzulli Scales are designed to obtain teacher estimates of a student's characteristics in the following areas: Learning Characteristics Creativity Characteristics Motivation Characteristics Leadership Characteristics Artistic Characteristics Musical Characteristics Dramatics Characteristics Communication Characteristics (Precision) Communication Characteristics (Expressiveness) Planning Characteristics Mathematics Characteristics Reading Characteristics Technology Characteristics Science Characteristics Each scale contains multiple items that are rated using a Likert-type scale. The first four scales (learning, creativity, motivation, and leadership) are used by most schools that use the Scales. The remaining 10 scales are focused on specific areas. They are used by schools when those areas seem appropriate for a gifted program's goals. For example, a program serving gifted math students would use the mathematics scale, a science academy would use the science scale, etc. Research shows that gifted children tend to exhibit certain observable behaviors, such as using advanced vocabulary, grasping underlying principles, and making generalizations from complex information. The Renzulli Scales asks teachers to rate

children in comparison to their peers on a host of these observable behaviors. The children who score high on the scales are more likely to be gifted. Using a tool like the Scales, a school can narrow the number of students who will be fully evaluated for a gifted program. The items were chosen from a comprehensive body of research concerning the characteristics of gifted students. Based on a multiple talent approach to the identification of gifted students, the scales help identify student strengths. This is the Technical and Administration Manual only.

Diverse learners with exceptional needs require a specialized curriculum that will help them to develop, socially and intellectually, in a way that traditional pedagogical practice is unable to fulfill. As educational technologies and theoretical approaches to learning continue to advance, so do the opportunities for exceptional children. Curriculum Development for Gifted Education Programs is a critical scholarly resource that examines the development of coursework for gifted and talented students. Featuring coverage on a broad range of topics, such as constructivism, diversity responsive method, and teacher training, this book is geared towards academicians, researchers, gifted education teachers, supervisors, directors, and administrators.

Increasing Diversity in Gifted Education provides guidance for meeting the educational needs of high-potential students across many racial, ethnic, language, and economic groups as well as some categories of disability. Using this book, educators of high potential and gifted students from backgrounds that are traditionally underrepresented and underserved in gifted and advanced instructional settings, can guide these students to achieve and make significant contributions to all aspects of American society. Practitioners will also gain the information and knowledge needed to increase the identification of culturally, linguistically, and ethnically diverse (CLED) and twice-exceptional students for gifted education programs and services.

Identify, understand, and engage the full range of gifted learners with practical, brain-compatible classroom strategies! The updated edition of Sousa's bestseller translates the latest neuroscientific findings into practical strategies for engaging gifted and talented learners. Individual chapters are dedicated to talents in language, math, and the arts, and offer instructional applications for both elementary and secondary classrooms. This reader-friendly guide uncovers: How the brains of gifted students are different How to gauge if gifted students are being adequately challenged How to identify students who are both gifted and learning disabled How to better identify gifted minority students

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

For the first time, the Gifted Child Today Reader series brings together the best articles published in Gifted Child Today, the nation's most popular gifted education journal. Each book in this series is filled with exciting and practical classroom ideas, useful summaries of research findings, discussions of identification and classroom management, and informed opinions about educating gifted kids. Anyone involved in education will benefit from the practical, research-based ideas this unique series has to offer. Students who are gifted in English and language arts are able to discern the authors' purpose, anticipate layers of meaning, and use prior knowledge to make connections between the present text and the previous experiences, a complicated feat for any young child. "Language Arts for Gifted Students" offers information on the characteristics and identification of students who are gifted in English and language arts; how to develop differentiated curricula that include multicultural components; and specific teaching strategies, such as integrating drama with literature, using storytelling activities, and developing a writers' workshop.

Scales for Identifying Gifted Students, Second Edition (SIGS-2) is an observational instrument available for identifying gifted students ages 5 through 13. The "SIGS-2" consists of two rating scales (a Home Rating Scale and a School Rating Scale) that can be used together or independently. The "SIGS-2" is composed of seven scales: (1) general intellectual ability, (2) language arts, (3) mathematics, (4) science, (5) social studies, (6) creativity, and (7) leadership. Each scale contains 10 items that are rated using a Likert-type scale. The items were chosen from a thorough review of the research concerning the characteristics of gifted students. Because the "SIGS-2" offers the most advanced statistical support of any observational identification instrument in the field, it should be a part of every school's comprehensive approach to identifying gifted children. This manual contains specific instructions for using the "SIGS-2."

The HOPE Teacher Rating Scale is designed to help guide teachers in identifying gifted students for programming. It is unique in several ways. First, it is short, with only 11 items that measure academic and social/affective components of giftedness, making it easy to use. Second, it is invariant when used to identify students from low-income and culturally diverse families. Third, it can be used across grade levels, K-12. Finally, local norms ensure that the data are relevant to the specific school populations. With multiple measures and multiple pathways crucial for reversing the inequities in identifying culturally, economically, and linguistically diverse students, a teacher-nomination instrument like the HOPE Teacher Rating Scale is an important component of identification systems. The HOPE Teacher Rating Scale items have been well-developed and subjected to research using more than 12,000 diverse students in five validity studies to date. This manual is useful in understanding and interpreting the electronic scores generated from teachers' ratings of their students. This instrument is a must-have for any administrator or gifted-program coordinator involved in student identification. Grades K-12

A Field Guide to Gifted Students is a practical manual to the unique characteristics of gifted and advanced learners. Presented as a concise 32-page, full-color booklet available in sets of 10 print copies or a single eBook copy, this resource: Can be used in teacher workshops and other group professional learning settings. Assists educators in understanding and meeting the academic and social-emotional needs of gifted students. Includes a companion online facilitator's guide. Features practical tips based on current research and best practices. Is packed with illustrations, checklists, space to write notes, and a glossary of terms. School can feel like the wrong fit for many gifted learners, but through learning how to notice and support gifted students' diverse traits and needs, educators can build ideal classroom climates for student success. Readers will understand how to identify giftedness and related traits, including twice-exceptionality, introversion and extroversion, perfectionism, sensitivity, and intuitiveness. The online facilitator's guide includes everything workshop leaders need to conduct a brief course for classroom teachers, coordinators, counselors, or even parents.

This report on the educational needs of American gifted and talented students identifies indicators of an educational crisis, describes the current status of education for these students, and presents recommendations to meet the educational needs of these students. Indicators demonstrating the need for change include the relatively poor performance by American students on international tests and the small number of students performing at the highest levels on National Assessment of Educational Progress tests. Recent studies have shown that gifted and talented elementary school students have mastered 35-40% of the curriculum in five basic subjects before they begin the school year; most regular classroom teachers make few, if any, provisions for talented students; highest achieving students

study less than an hour a day; and only 2 cents out of every \$100 spent on K-12 education supports special opportunities for talented students. A review describes how gifted and talented students are currently identified, the number of students served, the kind of support available, the kind of education most gifted and talented students receive, and characteristics of effective programs for these students. Seven recommendations are offered: (1) set challenging curricular standards; (2) establish high-level learning opportunities; (3) ensure access to early childhood education; (4) increase learning opportunities for disadvantaged and minority children with outstanding talents; (5) broaden the definition of gifted (a broadened definition based on the federal Javits Gifted and Talented Education Act is offered); (6) encourage appropriate teacher training and technical assistance; and (7) match world performance. (Contains 43 references.) (DB)

Guide to meeting the needs of gifted school-aged girls and helping them to thrive in the educational environment.

Focuses on one of the most widely debated topics in the field, addressing the challenges educators face in attempting to accurately identify gifted and talented students.

Identifying Gifted Students: A Practical Guide offers up-to-date information for building an effective, defensible identification process. It acts as a hands-on, research-based guide for identifying gifted and talented children. Designed for practicing professionals such as teachers, counselors, psychologists, and administrators who must make decisions daily about identifying and serving gifted and talented students, this book acts as a handbook for establishing procedures that are effective in identifying gifted and talented students from diverse backgrounds. Topics include: definitions, models, and characteristics of gifted students; qualitative and quantitative approaches to assessment; culturally fair and nonbiased assessment; a complete summary of all major assessment instruments, including scoring information, reliability, norming information, and validity; making decisions about placement; and evaluating the effectiveness of identification procedures. This book should be very helpful to practitioners in establishing procedures that are effective in identifying gifted and talented students.

Contents: Talented Exceptional Children A Contextual Introduction, Conceptual Framework, Research Literature A Critical Review, Methodology and Data Collection, Analysis and Interpretation, Conclusions, Implications and Suggestions.

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