Understanding Our GIFTED

Online www.our-gifted.com

Issue Focus:

Identification

Spring, 2003 Volume 15, Issue 3

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Identification

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Between the Lines

Publisher's Perspective

Dorothy Knopper

Identification plans have been tossed around the gifted education field forever—or so it seems. But how many school districts today have an appropriate plan of identification in place for gifted kids?

Nearly a century ago, Leta Stetter Hollingworth, later known as the "mother of gifted education," asked, "Can American public schools identify and recognize gifted children and make provisions for their education?" (2002, Klein, A. *A Forgotten Voice.* Great Potential Press).

And now in 2003, we still ask, "Should we identify students to fit into predetermined programs, or should we identify students and then determine their needs?"

If I ran the world (or at least the world of education), I would eliminate all labels that are now placed on children. With the help of parents, teachers, and the children themselves, I would emphasize knowing and understanding each child, her abilities and needs, and her strengths and weaknesses. Sure, this would take lots of time and money, and it's probably impractical....but I wish, at least before we label a child with a broad category that may or may not fit, we could think about who that child is and what should happen for him and help him to understand himself.

Identification means so many different things to those of us who live and work with gifted children. As always, we value a variety of perspectives from our writers. You, the reader, can decide what you believe and what you'd like to see happen in our schools. Let us know your opinion. Contact editor Carol Fertig at ***cfertig@earthlink.net.***

High Achiever, Gifted Learner, Creative Thinker

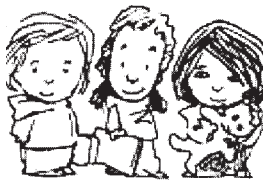
Bertie Kingore

How can we differentiate between these three types of learners?

Identification of gifted students is clouded when concerned adults misinterpret high achievement as giftedness. High-achieving students are noticed for their on-time, neat, well-developed, and correct learning products. Adults comment on these students' consistent high grades and note how well they acclimate to class procedures and discussions. Some adults assume these students are gifted because their school-appropriate behaviors and products surface above the typical responses of grade-level students.

Educators with expertise in gifted education are frustrated trying to help other educators and parents understand that, while high achievers are valuable participants whose high-level modeling is welcomed in classes, they learn differently from gifted learners. In situations in which they are respected and encouraged, gifted students' thinking is more complex with abstract inferences and more diverse perceptions than is typical of high achievers. Articulating those differences to educators and parents can be difficult.

In 1989, Szabos published a comparison of the bright child and the gifted learner. Her comparison helps to delineate differences between the two groups and provides a useful format for discussions. However, some of the items listed in the comparison are questionable. For example, the gifted learner is credited with having wild, silly ideas. In reality, it is creative thinkers who exhibit the ideas often called wild or silly; not all gifted learners demonstrate that aspect of the creative process. As a second example of concern, Szabos lists bright children as enjoying straightforward, sequential presentations. This behavior seems more associated with learning preferences than with ability. Arguably, some gifted learners also enjoy straightforward, sequential presentations, but their questions and responses to such presentations may dramatically differ from the questions and responses of bright children. As a final example, Szabos' comparison states that gifted learners prefer adults while bright children enjoy peers. This statement has negative connotations leading to the stereotype that gifted learners are so out-of-sync with society and have such poor social skills that they can only communicate with adults. In reality, gifted learners seek idea-mates rather than age-mates. They enjoy the company of peers when the peer group understands the shared ideas.



Responding to those concerns, a three-way comparison of a high achiever, a gifted learner, and a creative thinker is proposed for you to ponder (See chart at end of article.). No column is intended to be mutually exclusive. For example, a high achiever might also be a creative thinker, and a gifted learner might also be a creative thinker; a creative thinker might also be a high achiever, and a gifted learner might also be a high achiever. This three-column comparison emerged over several years while working with students representing all three of these groups. Hundreds of teachers and students reviewed and discussed the items as the comparison developed.

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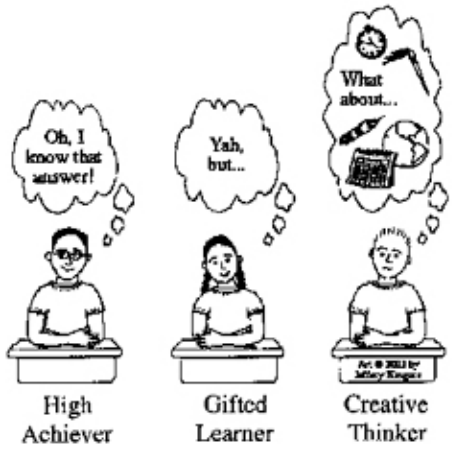
Achiever *continued*

These students and teachers found the following cartoons helpful in understanding the comparison since high achievers, gifted learners, and creative thinkers co-exist in many classrooms. In the first cartoon, the teacher announces an assignment, and the high achiever quickly tries to determine what the teacher most wants so he can please and satisfy the teacher's intentions: "What do you really want?" The gifted learner ponders what to do that would most interest her as she learns: "What I would like to do is..." Simultaneously, the creative thinker's mind begins to race with all of the diverse and varied possibilities that could be explored: "What about..."

Response to an Assignment
CARTOON 1

Later, in the second cartoon, the teacher poses a question to the class. The high achiever is delighted because he knows the answer and is in control: "Oh, I know that answer!" The gifted learner considers multiple nuances and alternative perspectives: "The question could mean…" or "It might suggest…" or "Another way to say that is…" or "Yah, but..." The creative thinker is still obsessed with the seemingly endless possibilities of the earlier assignment, concentrating so much on his ideas that he completely misses the teacher's question: "What...?"



Response to a Question
CARTOON 2

Consider sharing this three-way comparison with your gifted students to elicit their perceptions. Stimulating discussion rather than fostering agreement is the goal. The results might clarify or extend understanding among administrators, teachers, parents, and students of the marvelous similarities and differences among high achievers, gifted learners, and creative thinkers. ❖

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A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Ideas overflow, many never developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answers the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Comprehends in-depth, complex ideas.
Enjoys the company of age peers.	Prefers company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects than will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

Adapted by Kingore from Szabos (1989).

Child-Centered Identification and the Hidden Child

Carole Ruth Harris

How can we be more aware of characteristics that may mask giftedness?

Placing ideas in categories is comforting because it helps us to organize concepts in neat little boxes. We often place giftedness in one of four categories: intellectual, creative, kinesthetic, or psychosocial. All gifted children, however, do not fit into one of these categories. We must be aware of this and look for those hidden gifted who express more unique talents.

Giftedness is often hidden behind barriers to identification that include linguistic function, learning style attributes, self-concept perceptions, locus of control issues, and personality elements.

Barriers to Identification

Linguistic Function

If English is not the primary language used at home, the child may not be perceived as verbally capable; therefore, he may not be considered as ready for gifted education (Harris, 2003).

Learning Style Attributes

Attributes of different learning styles may mask giftedness. In addition, a gifted child who is extremely sensitive to criticism or is basically a private person may be excluded from the identification process. Other students with learning styles that may interfere with identification include the visual-spatial learner, the divergent thinker, the lateral thinker, the argumentative child, and the "class clown."

The visual-spatial learner is attempting to function in an auditory educational environment. The highly creative, right-brained, divergent thinker attempts to function in a school environment that is directed to the left-brained thinker.

The strong lateral thinker may also be a hidden gifted learner. This is a student who does not seem to stay on one subject, "grazes" broadly, and sees connections easily. This child makes instant associations, is a quick thinker, and will leap ahead to make the association in what looks like an interruption to classmates. The teacher may categorize this child as one who is unable to focus. This type of learner is sometimes mislabeled with ADHD (Gresham & Macmillan, 1997; Baum & Owen, 1988).

The child who is argumentative, insisting on her own logical trajectory, may be mislabeled as a student with learning or behavioral problems. An oppositional-defiant diagnosis, accurate or not, may create yet another barrier.

The child who sees humor in many situations, who acts out by being "the class clown," may simply be bored and seen as a behavior prob-

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lem. These characteristics act as irritants in the classroom and may block identification as gifted. Many gifted children have a sharp wit and suffer when the class is running at too slow a pace for them. The "class clown" is usually optimistic and outgoing and tries to avoid a depressed outlook through humor. In this way, the highly humorous, witty "behavior problem" is in control rather than allowing the situation to gain the control.

Self-concept Perceptions

Gifted children who are asynchronous in their development are often strong in one area and weak in another. They may also be socially immature and intellectually advanced. The child may misinterpret this uneven learning pattern as being "dumb" in a given subject, unpopular with peers, or "weird." The gaps between maturity level and intellectual functioning are sometimes great, and skill development is sharply contrasted with the areas of weakness. A teacher may address the weak areas, allowing the child to find his own way in the strong areas, causing the child to receive mixed messages. In addition, gifted children who are asynchronous, with developmental attributes at age level and intellectual capability at an advanced level, may change their behavior from one minute to the next. The behavioral attributes shift rapidly from developmental stage to adult-like verbalization (Duncan, 1999). Expectations and the perceptions of caretakers, teacher, and peers result in confusion about the child's actual potential.

Locus of Control Issues

Frustration ensues when a child with high cognitive or creative ability segues into an immature social mode. This may result in negative behavior that creates barriers to learning or getting along socially with peers. Unusual patterns in cognitive abilities, heightened intensity, and inner experiences in the hidden gifted often result in vulnerability, loss of self-esteem, and poor locus of control.

Advanced moral development; an innate sense of right and wrong; broad social sensitivity; empathetic behavior, such as crying when someone else is hurt, hungry, homeless, etc.; a strong sense of honesty; and global concerns all serve to create a dichotomy between the inner experience and the practical world where the child does not manage well.

Personality Elements

Farley (1986, 1991), in his approach to personality, delineates behavior in what he terms the *Type T* Personality. The *Big T* is a high-risk thrill-seeking person who seeks stimulation and complexity on one end of the continuum, while the *Small t* is a low risk, low intensity person who seeks simplicity and little variety. He also attaches two types of behavior to the *Big T*—that is, *T-positive (T+)* and *T-negative (T-)* with *T+* representing healthy, constructive, positive forms of risk-taking and *T-* representing destructive, negative behavior.

The major determinant of the *Type T* personality is heredity. Without intervention in the environment, Farley asserts, the *Type T* can display a negative direction, with unacceptable social behavior, such as experimentation with drugs, drinking and driving, unsafe sex, and delinquency. With appropriate intervention in the environment, the *Type T* cultivates creativity and produces original work with a socially redeeming focus, such as research, art, and music; engages in healthy, developing relationships; is motivated to participate in entrepreneurship that benefits society, such as raising money for charity; and contributes socially, such as participating in volunteer work.

The hidden gifted may be a *Type T* who has developed into a *T-* and who needs positive reinforcement of personality characteristics to optimize the innate giftedness. The adjudicated adolescents with whom I have worked, for instance, display highly destructive behavior. I am only called in when giftedness is suspected (as if it were a disease), and the usual formulae have failed. These teenagers display *T-* behavior, and the giftedness is hidden until some intuitive social worker or psychiatrist, who understands giftedness, detects a spark and convinces the agency to find someone who could provide intervention. By this stage, rapport has to get beyond a thick, high barrier.

Methods of Detecting Hidden Giftedness

Linguistic Function

For children who are bilingual, evaluation procedures should be used that are sensitive to the bilingualism or ethnic differences. Along with evaluation directed to the bilingual or culturally or ethnically different child, an awareness of code-switching (difficulties in switching between languages, such as sentence structure and syllable accents) should be instituted to increase linguistic sensitivity on the part of the staff (Harris, 1991).

Learning Style Attributes
Certain learning styles are often present in differently cultured children. If the child does not work independently but produces good or unusual work when working with others, then products need to be examined in the light of the learning style and not the assignment. Highly sensitive children should be given positive reinforcement, such as prizes, for success or for effort during evaluation and testing. Careful note should be taken of visual-spatial characteristics and divergent and lateral thinkers. Appropriate testing instruments should be utilized, with special attention to emergent patterns during evaluation. The products of the "class clown" and the underachiever, whether verbal and anecdotal or visual, should be presented to the evaluator for background study and included in the assessment analysis.

Self-concept Perceptions
We must examine carefully the reasons for poor self-concept and determine if it is hiding the student's giftedness. An anecdotal record kept by the parent can reveal hidden gifts in a child who has become an expert at hiding behind poor self-concept or is being blocked by its presence. With older children, a biographical approach will sometimes reveal hidden giftedness that is related to the masking technique.

> *"If English is not the primary language used at home, the child may not be perceived as verbally capable…"*

Locus of Control Issues
Children who have poor locus of control and hidden giftedness may reveal the source of this issue when they are able to identify with the main character of a book. The self-protect instinct that is activated in the hidden gifted with weak locus of control can be revealed by non-threatening evaluation procedures such as the BASC (***http://www.agsnet.com/Group.asp?nGroupInfoID=a3800***) and the recently validated Naglieri nonverbal (***http://www.mypsychologist.com/***).

An additional, and highly useful technique is incorporation of the Rimm AIM (***http://www.sylviarimm.com/uatests.htm***) into the assessment procedure. When it is given to both parents and extended family, sharply differing scores indicate that the child is receiving different messages within the family and may be shuffling back and forth between them to gain some stability. This would point to a contributing factor in weak locus of control and can be addressed in the appropriate context.

Personality Elements
Detecting hidden giftedness when the personality is clearly a *Type T* is a simple matter. Among factors mentioned by Farley (2001), the most outstanding and obvious ones are *complexity* (the need for elaboration, while avoiding the central point), *low structure* (the inability to follow directions), and *unpredictability* (impulsive behavior with little or no thought of consequences, along with openness to experience and a love of novelty).

Approaches to Intervention
Parents and/or teachers or other professionals in the field of gifted education can institute intervention techniques.

Linguistic Function
1. Cultivate an awareness of code-switching to increase linguistic sensitivity.
2. Clarify unusual phrases that have ethnic roots and integrate them into the learning process.
3. Encourage the child to clarify unusual vocabulary. This can be used as follow-up to seemingly negative incidents and will strengthen relationships and socialization.

Learning Style Attributes
1. Utilize constructive criticism or non-threatening discussion with respect to the child's approach to projects.
2. Utilize visuals to accommodate the visual-spatial learner, or include visuals in requirements for verbal, report-like projects.
3. Explain the importance of focusing on a topic to the lateral thinker who "grazes."
4. Introduce formal debate or editorial commentary as appropriate vehicles for investigation and understanding. This should redirect the negative energy of those who choose to argue.
5. Illustrate the proper venue for humor through literary or dramatic examples such as satire, cartooning, and other means of creative productivity.

Self-concept Perceptions
1. Never say, "you can't be good in everything,"

or "nobody is perfect." It conveys a negative message in a child's world of understanding and does not translate well from its adult conceptualization or meaning.
2. Keep an anecdotal record of student behavior; including what seems like trivia at the time. It may prove important later on.
3. Adjust expectations to the behavior of the moment. If a 7 year old screeches with delight while playing rough and tumble with age peers and the next minute requires detailed explanations of an electrical circuit or tectonic plate movement, go with the flow without encouraging or discouraging either direction
4. Expose the child to well-written biography or quality biographical video at an appropriate interest level.
5. Read to the child from journals of people who have overcome obstacles, with special attention to gender and ethnic meaning.

Locus of Control Issues
1. Choose fiction with a view to meaningful identification with the main character. Follow this up with discussion.
2. Have the child evaluated with the BASC and/or the Naglieri non-verbal.
3. Consult a professional with expertise in gifted education who utilizes a non-threatening, ethnographic or clinical case study approach, rather than plunging the child unprepared into a formal testing situation without prior establishment of rapport.
4. Seek assistance to administer or analyze a validated inventory that will bring to light differing perceptions of the child within the family or extended family dynamic.

Personality Elements
1. List the characteristics of the child, along with anecdotal support to determine if the child is a *Type T*.
2. Ensure that the direction is a *T+* rather than a *T-* and follow it up with refinement of intervention and ongoing support.

Implications and Projections for Parents and Educators

Where there is hidden giftedness, there is potential for frustration that may culminate in a destructive lifestyle during the adult years. A child-centered approach to giftedness, rather than one that forces the child to fit into a structured situation, will address the needs of the individual. Some of the world's most uniquely gifted people have fit into no prescribed category. Emile Zola, Walt Disney, Charles Darwin, Thomas Edison, Marie Curie, Winston Churchill, William Blake, and Sarah Bernhardt are among these gifted. Somewhere, somehow, their hidden gifts emerged, flowing from that hidden source, that hidden spark. ❖

Light breaks where no sun shines;
Where no sea runs, the waters of the heart
Push in their tides…

Dylan Thomas (*Collected Poems*, 1934, p. 29)

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G/T Identification and Sci-Fi Matchmaking: More Similar Than They Should Be

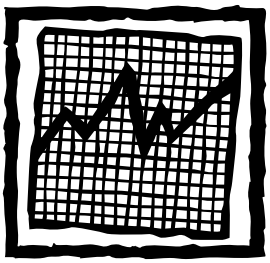
How much should we rely on test results?

Mary M. Bartek

Consider this scenario from our technology-driven future: A woman contacts a matchmaking agency. She completes a form that the agency will use to identify her perfect mate. The woman is initially pleased that the paperwork is minimal and straightforward: age, height, weight, education, and occupation, to start. But she is disappointed to find that many of her hobbies and interests are not listed in the "bubble" options on the sheet. She finds herself filling in "other" repeatedly.

Asked to prioritize the attributes she is looking for in a mate, she struggles. After all, the list of options is long and many of them would be desirable. Still, she follows directions and chooses the items she admires most, knowing that doing this eliminates many other good qualities.

Now, because this scenario takes place in the sci-fi future, she will submit the paperwork, pay her hundred bucks, and sit in the waiting room while a clerk puts her data into a computer. Her results will be matched with those of the men who have come here before her. In a few minutes, she is introduced to her future husband who enters from behind door number three. They'll be expected to take their vows at once, no questions asked. No exchanges. No returns. And why should there be? It's technology. It works, right? What does futuristic matchmaking have to do with gifted/talented identification? Often, far too much.



Consider the common practice of reducing a student to series of test scores. The child and his hopes, dreams, interests, and performances are funneled into a testing grid. Out he comes as a 97, 89, 94 or a 91, 79, 85. But whether scores are consistently high, mediocre, or somewhere in between, we need to ask ourselves: *Is that all of the pertinent information we can gather on that child?* Of course not.

The limits of testing are well documented in educational literature (Richert, 1991). At best, they give a snapshot of a student's performance on a given day. At worst, they fail to measure the true potential or performance of a student who is tired, stressed, not feeling well, overly analytical of the test items, or unmotivated. And that's assuming the test is well written, unbiased, and fully representative of the aptitudes or achievements we're hoping to measure. A student's test record over time can give a good ballpark estimate of that student's ability to perform on the next test in comparison with other students. It can't guarantee much more.

So does that mean we should scrap test gathering as a part of G/T identification? I'm not saying that. After all, test data is readily available to school systems. And while it is far from perfect, it can and

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does give usable information about some students. Children who consistently perform in exceptional ranges tell us something about themselves. Even in the case of that rare student who demonstrates little exceptionality beyond very high test scores, the scores do indicate that we need to look at the student more closely.

But the funnel of test scores is too limiting. Any child—including the one with consistently high scores—is much more than the sum of his or her test results.

So what other evidence of exceptionality should we be gathering besides standardized tests of aptitude and achievement? An examination of best practices by the National Association of Gifted Children (Landrum, Callahan, & Shaklee, 2001) suggests at least two additional broad areas: student performance and behavior.

Student performance can be measured in a number of ways beyond annual tests. Report card grades by themselves may be no more powerful than test scores (Do they show exceptionality or merely a willingness of a student to do as she is asked?). However, they can be a valuable part of this picture. Portfolios and work samples can help to expand this information. Teachers and special class instructors should have the opportunity and obligation to forward evidence of exceptional performance to the individuals who are gathering identification information. Anecdotal information from parents can also help, particularly when it is gathered in writing and dated. The preschooler who says, "A cloud is like a piñata because lightning pokes it, and the rain bursts out," is one we may need to keep an eye on for G/T programming or enrichment opportunities now—even if the first formal testing won't come for several years.

Observations of student behaviors can also be a powerful tool. Many excellent checklists attempt to align what we know about gifted children historically to the child in question. Some checklists are specific to subject area behaviors—for instance, the characteristics we can observe in an exceptional math student. Others address qualities seen in a high percentage of gifted children, such as intensity, persistence, or an advanced sense of humor. Since the information gathered on these instruments represents observations over time, the data gathered can be more meaningful than the snapshot collected on standardized tests.

Two observation checklists are the *Scales for Rating the Behavioral Characteristics of Superior Students* (Renzulli, Smith, et al., 2002) and *Kingore Observation Inventory* (2001). The Renzulli *Scales* are available for learning, creativity, motivation, and other characteristics, as well as several subject areas. The Kingore *Inventory* is available in both primary and intermediate forms.

Gathering student information from a variety of sources is more time-consuming than reading a test score, or even a compilation of test scores, but the resulting information is worth it. Student strengths and interests become clearer, leading to better programming. The test-phobic or under-the-weather-on-test-day students have alternate ways to demonstrate exceptional strengths. Most important, G/T identification becomes a valuable, realistic portrait of a student, not just a numerical average.

Back to our sci-fi matchmaking scene—I imagine that the young woman may not live happily ever after with her computer-match man after all. She won't trust a process where she has had no opportunity to include her own observations.

"How do I know he's the right one?" she'll cry. "I couldn't answer the questions you didn't ask."

I think my futuristic woman has a point. It's a point we should listen to as we develop procedures for G/T identification. ❖

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Gifted or Not Gifted–Is That the Question?

Are we identifying needs as well as labels?

Susan Hansford

A large suburban school district prides itself on its diversity; yet closer examination of those who are identified as gifted reveals a dramatic underrepresentation of children from the district's cultural and ethnic groups—children whose first language is not English and children from homes with economic struggles.

Aaron has been diagnosed with ADHD. His evaluation reveals a Verbal IQ of 94 and a Performance IQ of 142. His Full Scale score does not meet state requirements for gifted identification nor local requirements for gifted services. His behavior in his 1st-grade classroom has become so disruptive that there is serious consideration being given to placement in a self-contained classroom for children with behavioral difficulties.

We assume that our ways of identifying gifted children open the door to meeting needs and making gifted children's lives better. We need to ask ourselves to what extent that is true. Who are we identifying? Are we identifying needs as well as labels? Are we finding only those gifted children whose needs are easy to identify and meet and merely confirming what parents and teachers already know? Are we identifying those gifted children whose needs are unlikely to be met without our intervention? Are we finding gifted children whose needs are most critical?

The results of years of traditional identification and placement practices suggest that for some gifted children we are doing a good job. Far too many others are still overlooked, ignored, or mislabeled.

We have become confused. In our struggle for recognition of gifted children and their needs, we have lost sight of the goal. Restrictive state requirements, administrative and parental pressures, and financial issues have sidetracked us. What is our goal? Is the label the goal? Is placing children in "the program" the goal? Is getting funding the goal? Our identification practices are dominated by pragmatics. How much will it cost? How much time will it take? Can it be done easier, faster, cheaper? How many gifted children do we have? How much will it cost to serve them? As a result, we have overlooked, ignored, or misidentified groups of gifted children—children from racial or ethnic minority groups, those whose primary language is not English, those from low socioeconomic areas, and those who have disabilities. These children's needs are those most unlikely to be recognized without our intervention, and the children are those whose needs may be the most critical. We find, label, and serve gifted children who are easy to identify and whose needs are

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most easily met within existing program structures.

Does this mean we should abandon testing, identification, and specific services for gifted children? No. We do, however, need to examine, and then modify, our practices to ensure that the focus and emphasis is on finding and then meeting the needs of **all** gifted children, not only the "easy" ones. The purpose of identification is to make gifted children's lives better, not to make our adult lives easier or simpler. To do so requires overcoming several barriers to rethinking our strategies.

Overcoming Barriers to Rethinking Our Strategies

If identification only involves labeling a child and placing him into a pre-established program based on generalizations, we will not be able to adequately address his needs. It is also likely that, by using traditional identification practices and beliefs, we have overlooked many gifted children. Appropriate identification practice informs us about gifted children's strengths and needs. Sometimes those needs and strengths are academic. Often there are many more needs and strengths. There are needs related to the developmental asynchrony of gifted children, to the social/emotional issues that can affect gifted children, or to a school environment that is not receptive to them or their style of learning. There are also strengths related to interpersonal or intrapersonal skills, visual-spatial skills, and creativity.

Several publications have detailed specific principles for appropriate identification of gifted children (Callahan & McIntire, 1994; National Association for Gifted Children, 1998; Richert, Alvino, & McDonnel, 1982). Barriers in our thinking and practices, some of which are unique to a specific setting, can limit applying these principles in a public school.

State/local Requirements and Inadequate Identification Procedures

State and local requirements for identification and services often do not align with best practice recommendations in the field. All too often state requirements are determined by those unfamiliar with assessment and/or giftedness. In addition, the current climate of accountability as measured by standardized, high stakes testing has led to an over-reliance and unwarranted faith in the reliability and validity of such testing. Meeting the requirements of state/local statutes that conflict with appropriate strategies is a difficult task, but one we must undertake if we are committed to finding and meeting the needs of all gifted children.

We can begin to overcome this barrier with a focus on discovering and meeting individual children's needs and strengths, regardless of whether or not the gifted label has been applied to that child. We can label, as we are required to label, but also go beyond what may be a restrictive definition and understanding of giftedness. We can add to the required procedures whatever is necessary to better understand gifted children's needs and strengths.

> *"The purpose of identification is to make gifted children's lives better, not to make our adult lives easier or simpler."*

We must think beyond the boundaries that state and local policies may create. Each of us can broaden our individual focus and advocacy, which may have been narrowed by too many years of inappropriate, required practices. A narrowed focus has led to the under-identification of children from certain populations and over-identification or misidentification of children from other populations. Widening our focus beyond the requirements to one that seeks to meet gifted children's needs, whether or not they "make the cut," is critical.

It is also time for those of us working in schools to acquire a much more thorough and current understanding of assessment, testing, and measurement, especially as those concepts relate to identifying gifted children. Our knowledge of identification and assessment cannot be limited to implementing state or local requirements.

Tests and other assessments can tell us important information about children, provided we know the strengths and limitations of those tests and assessments. Analyzing assessment results for clues to giftedness, using multiple sources of information and multiple methods of assessment, using differentiated instruction to identify giftedness and needs, and using sub-scores from tests can aid us in finding those gifted children whose composite scores may not meet required levels. If we approach the process of identification as one of finding out about children's needs and strengths, the process becomes more individualized and informative.

Identifying needs leads to differentiation. It opens doors of communication with teachers, overcoming barriers based on inaccurate perceptions of gifted children and the gifted label. The question changes from "Is this child gifted?" or "Does this child meet the criteria we have assigned to the label 'gifted'?" to the more important question, "What are this child's needs and how might we address them?"

Bias, Stereotypes, and Racism

The influence of bias, stereotypes, and racism on the traditional identification process cannot be understated. As we have attempted to find ways to address the under-identification of certain populations of gifted children, we have sometimes overlooked some of the more obvious issues. Before we replace those traditional strategies that have proven to be reliable and valuable, we must provide access to those strategies to all children who would benefit from them. Far too many children are screened out of the identification process too early.

Overcoming bias, stereotypes, and racism is extremely difficult. Stereotypes and misconceptions about giftedness add to this difficulty. While it is easy to point the blame at tests, parenting, poverty, or society in general, we must first examine and address our personal beliefs and biases. Personal beliefs highly influence our practices, including gifted identification. Bias, stereotyping, and racism can be very difficult to admit; yet doing so is the first step toward changing. Our willingness to re-think how we implement state and local policies for identification can be limited if we are not alert to the ways in which we are influenced by our personal biases.

We can begin by closely examining our records of identification procedures and dissecting each step, stage, and procedure. Are we keeping records that are disaggregated in ways that might reveal bias? Who is included in this step, stage, or procedure? Who is excluded? What could be done to ensure more equitable access to this or the next step/procedure?

Teaching and learning about multicultural issues is critical. General multicultural training is not enough however. Issues of racism and bias need to be discussed directly in relationship to giftedness and gifted identification. Biases and stereotypes about gifted children can override even the most extensive multicultural training. The staff of the district mentioned at the beginning of this article had participated in a long term initiative of general multicultural training, yet their referrals of African American children and the number of these children identified as gifted were very low.

Pragmatics

Three words—easier, cheaper, quicker—seem to dominate a lot of what happens in public schools. There are rarely, if ever, enough resources to go around. This is particularly problematic for gifted education in states where it is not mandated. Schools continually are asked to accomplish more with fewer resources; gifted identification is no exception. An emphasis on finding easier, cheaper, quicker ways to identify gifted children makes an already difficult process even more vulnerable to serious mistakes.

The identification of gifted children is a challenging undertaking. Easier, cheaper, and quicker leads to the under-identification of gifted children, particularly those who have historically been overlooked. It leads to the over-identification and misidentification of many other children. It leads to inappropriate expectations for those children identified as gifted and those children not identified as gifted. It leads to identification based on a label rather than on children's needs.

Better identification is not about finding the right

Question *continued*

test. It's about finding ways for gifted children to show their strengths and someone recognizing the giftedness. It's about giving gifted children every possible chance to show us who they are. It's about a process that leads to knowing more about children's needs and meeting those needs.

Effective identification of gifted children requires us to abandon our misconceptions of the importance of the gifted label and the exclusive value of test-based assessment. Appropriate identification focuses on identifying and meeting individual gifted children's needs, regardless of the child's "label." The steps of identifying and meeting the needs of all children are changing. We are re-examining our thinking about the use and purpose of identification, broadening our perspectives of ways in which we can know and serve children, acknowledging our own biases and misperceptions, and inconveniencing ourselves to do things differently. The field of gifted education is a difficult one in which to work. Stereotypes, myths, and bias against giftedness, make change difficult. If the change does not begin with us, then who will begin it? If we are not the advocates for appropriate practice, who will be?

When we speak of meeting the needs of **all** gifted children it is too easy to continue thinking in terms of groups of children, not individuals. Phrases such as "all children can learn" and "all children will achieve at high levels," while well intentioned, have become clichés; we analyze test scores by groups of children (gender, ethnicity, race, socioeconomic status) to determine if "all" children are learning. Changing one word may help us change our focus, redirect our energy, and renew our commitment. "All" is too easy, too glib, and has lost its meaning. "All" makes it too easy to believe we have done well if we meet the needs of groups of gifted children. We must commit ourselves to the inconvenience and difficulty of discovering and meeting the needs of **each** and **every** child because every child is unique. Every gifted child is unique. We must find that uniqueness, address it, and celebrate it—and that is something a label cannot do.

Should we abandon specific services for gifted children? Absolutely not! However, we must ensure that our purpose of meeting children's needs guides the services we provide, and the services are appropriately differentiated for gifted children. Should we abandon the label "gifted?" Unfortunately, labels still serve a purpose in public education by drawing attention to children with special needs. In an ideal world, schools would have enough resources and teachers enough training, and labels would not be necessary. We have quite a distance to go. ❖

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GATEway Project

How has one school district increased the identification and servicing of gifted students from traditionally underrepresented groups?

Jacquelin Medina & Wendy Joffe

Across the country, educators are seeking to address the gaps that exist in the identification of gifted and talented students from various cultural, linguistic, and ethnic groups. Seeing students from these populations through a fresh lens can lead the way to greater awareness of their strengths as learners, with less focus on their deficiencies in achievement. Teachers more readily treat students as potential achievers when they see for themselves how they can address these strengths within their classrooms. The GATEway Project is blazing a trail in this direction in the largest school district in Colorado.

The Jefferson County School District was awarded the prestigious Javits Grant during the summer of 2001. The GATEway project proposes to open the doors of gifted and talented education to members of traditionally underrepresented groups (including low income, limited English proficiency, and disabled) using a wide variety of research-based strategies. The grant has allowed the district to expand gifted/talented services into seven targeted schools—five elementary and two middle schools—as part of the GATEway Project. The aim of the project is to establish the benefits of a rich and challenging curriculum for **all** students, especially those with outstanding potential.

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Project goals are

1. to increase the number of gifted and talented students identified from traditionally underrepresented groups at targeted schools,
2. implement an instructional framework that is aligned to the student's strengths and culture,
3. increase student achievement in reading and writing for identified students.

The first goal has been accomplished through the use of non-traditional identification measures. The grant team has used the DISCOVER Process—a proven performance-based alternative to traditional G/T identification methods. It is particularly suitable for the underrepresented populations in the GATEway schools. Identification through DISCOVER allows for the creation of talent-cluster groups for direct instruction. These students are targeted toward advanced work.

Addressing the second goal has involved helping teachers use the knowledge gained from the DISCOVER assessment to align the curriculum with the strengths of the students in their classes. Strength-based curriculum and strategies in Jeffco means

Jacquelin Medina *is principal consultant for gifted education at the Colorado Department of Education. In her former position as director of gifted education in Jefferson County schools, years one and two of the Javits grant were written and implemented. She has also developed other district wide procedures that foster identification of gifted students in underserved populations.*

Wendy Joffe *is a resource teacher in Jefferson County, Colorado, Gifted and Talented office. She facilitates the creation of teacher materials that will be produced through the Javits grant.*

- parental involvement and education
- multiple criteria assessment
- differentiated instruction incorporating Multiple Intelligences into strength-based, culturally-sensitive programming
- cluster grouping
- Advanced Learning Plans and individualized Talent Development Plans
- teacher coaching, observations, and consultation
- collaboration of G/T, Instructional Services, and Multi-cultural Offices
- embedded professional development in G/T best practices

Our first year accomplishments include

- a talent pool reflecting the minority profiles of the targeted schools within 2 percent
- the initiation of strength-based accommodations
- Talent Development Plans aligned with students' strength areas
- collection of baseline literacy data on all identified students
- work with students including mentorships, small group studies, and literacy nights

> *"Seeing students from these populations through a fresh lens can lead the way to greater awareness of their strengths as learners…"*

Our second year accomplishments, thus far, include

- continuation of the first year accomplishments
- identification by each targeted school of a cluster teacher for each grade level
- finalized GATEway instructional framework including Multiple Intelligences, strength-based accommodations, thinking skills, creativity, questioning strategies, and cultural responsiveness incorporated into the skills and processes used in the classroom
- publication and distribution of a monthly bilingual parent newsletter
- development of teacher-created literacy lessons based on the GATEway framework
- creation of a notebook for each cluster teacher divided into sections based on the framework
- weekly materials, aligned to the various sections of the framework, supplied to each cluster teacher
- professional development for the cluster teachers

Plans for the third year include continuation of the successful strategies used so far, as well as collection of end-of-project literacy data to address the third goal to increase student achievement in reading and writing.

GATEway team members are excited about their progress in meeting the needs of high potential students from underserved populations. One of the most satisfying aspects of the GATEway process is its integration into existing programs in the district. This will help ensure that the gains continue and that the process is sustainable even after the grant ends. ❖

It's a Fit: Collaboration and Gifted Education

Julie Milligan & Dennis Campbell

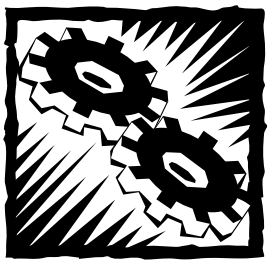
What is a structure that can be used to provide teachers with teaming experience?

Team teaching, co-teaching, and collaborative teaching are all terms used to describe a cooperative effort between multiple educators. Typically, the teaming approach is used by special education and classroom teachers (Hollister, 2000). Teaming general education teachers and special education teachers in regular classrooms has emerged as a more common practice since the reauthorization of the Individuals with Disabilities Education Act in 1997 (Folly & Baxter, 2001). While teaming, the teachers plan together and share a classroom to teach and provide remediation for students having difficulties with academic concepts.

Numerous articles have been written about effective teaming strategies for special educators (e.g., Hollister, 2000; Kluwin, 1999; Schamber, 1999). Teachers benefit from teaming because they

1. are exposed to a variety of expertise
2. share ideas about a particular student's learning needs
3. observe a variety of strategies and teaching styles (Wood, 1998)

While the benefits of collaboration are available for all special education and gifted education teachers, an educator of gifted children may find himself in a lonely place as the only expert within a school district (Dettmer, Thurston, & Dyck, 1993). Thus, it may be especially important to work collaboratively with other educators of the gifted, general education teachers, or experts from local educational cooperatives and universities.



The Program

Since the mandate of gifted education in the state of Arkansas in the middle 1980s, the Academy for Young Scholars (AFYS) has existed. Each spring brochures are sent to area schools inviting students, who have been identified and are being served as gifted, talented, and creative, to attend the three-week summer program. Since the state also mandates an identification procedure that is consistent between school districts, all applicants are accepted. These applicants are divided into categories, which are (a) wee scholars—ages 4-6, (b) primary scholars—ages 7-8, (c) intermediate scholars—ages 9-12, and (d) advanced scholars—ages 13-15.

The team of teachers, which is made up of university students, develops a new theme for the academy each year. The theme then becomes the basis for the three-week intensive curriculum. Some examples of themes from the past are Jammin' in July, The Future: A Way Out World, and An Ocean Odyssey. The teachers use the theme to develop activities. When the theme was The Future: A Way Out World, primary students created clothing for the future. They also created new habitats for animals and produced dioramas to display their ideas. Each year, all the activities are based on creative problem solving and production.

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When the parents and children arrive, they are given a tour of the facilities and enjoy an introduction performance by the teachers. The teachers may introduce the theme by singing, dancing, or performing to give the parents and students a glance at the events to come. Each day upon arrival the students engage in a "warm-up" activity geared toward the theme and based on creative problem solving. For the remainder of the time, students engage in centers for hands-on discovery learning, research, competitions (e.g., chess or quiz bowl), and learning experience trips. For example, when the theme was Jammin'in July, students visited the home of Elvis Presley for a special behind the scenes tour of Graceland with song writing demonstrations. They also visited the music department at the university to interview a musician.

At the end of the summer, academy parents, students, and teachers complete questionnaires to provide feedback on the effectiveness of the program. The feedback provides information about benefits and changes needed for the planning of the following year. Over the past three years, a theme emerged from teachers' answers to one of the open-ended questions. When asked about the most beneficial aspects of the summer program, teachers consistently referred to the camaraderie with fellow teachers to plan curriculum and deliver instruction. As a follow-up, teachers from the past three years were recently asked to reflect upon their experiences of teaming during their summer at AFYS. They were asked three questions in a brief questionnaire.

1. How was the team effort effective in planning the AFYS?
2. What were the benefits of team teaching?
3. Have you maintained "teaming" with any individuals since that time?

As they shared their reflections, specific benefits of teaming emerged.

Team Planning

At AFYS, the team planning begins as soon as the teachers arrive. The teachers have one week to decide on a theme, plan the curriculum, and prepare the teaming environment. A local school district hosts AFYS at the high school complex. Typically, four rooms are prepared, one room per age group—wee scholars, primary scholars, intermediate scholars, and advanced scholars. Shared decision making begins as soon as the teachers receive the list of names and ages of the children who plan to attend the program. First, the teachers decide which age they prefer to teach. Next, they team themselves according to the age they have chosen. At that point, the groups of teachers begin preparing the rooms and curriculum. While the planning of AFYS occurs over a short period of time, the teachers had positive things to say about their teaming efforts. According to the teachers' responses on the three-item questionnaire, the benefits of team planning were noted in two categories: (a) idea sharing and (b) meeting deadlines. The following vignette from one teacher's reflection indicates the importance of idea sharing:

Using a team effort (for planning) immediately gave us a wealth of ideas to use based on everyone's different areas of expertise and experience. Brainstorming together, along with the piggybacking that accompanies that process, helped me at least see different ways of planning activities. Another teacher described how the AFYS theme emerged one summer through team planning by saying, 'To think of a theme by oneself would have been a major chore. But when we put our heads together and started brainstorming catchy themes, coupled with the expertise of a few in the group who knew music and drama, Jammin' in July surfaced pretty quickly.' Still in the spirit of cooperation, another teacher reported, 'Being on a team really helped all of us bounce ideas off each other. Other people had ideas that I'd not thought of.'

Due to the pressures of time constraints for preparing the environment and curriculum at the AFYS, the teachers also described how the team process contributed to productivity. The following statements by teachers support the use of team planning to meet demanding time lines: "We had wonderful creative thinkers that helped get things started, and many hard workers willing to get busy meeting those tight deadlines." Congruent to that response another said, "Because we had a limited time to get things ready, we had to all pitch in; we made a list of tasks, divided them, and unbelievably, we were ready for the children on Monday." As for planning curriculum, the same teachers said, "The planning of daily lessons was so much more effective between the three of us. We would go back to our home schools and bring back ideas, and before we knew it, we had lessons for an entire day."

Team Teaching

Three categories of benefits for teaching in teams became apparent. They were (a) benefits to students, (b) increased confidence, and (c) borrowed strategies. One teacher stated, "It was very helpful having others [teachers] in the room to help with the lessons. It allowed students to be working on different projects in other areas of the classroom

with the supervision of an adult." Another said, "While I am teaching, I'm not always aware of the behavior or individual student's progress; it was nice to have other teachers watching. They saw things I didn't see."

> *"Because we had a limited time to get things ready, we had to all pitch in…"*

The camaraderie between the teachers was also perceived to be beneficial to beginning teachers. One teacher explained by saying, "Even those very new to gifted/talented with little self confidence seemed to have a positive experience from this summer program, because everyone else was so helpful and caring of how they involved those who felt less secure without making them feel badly." Another respondent indicated that the program provided a "safe place to experiment, teach, and learn by trial and error." The most noticeable positive effect of the team teaching was the borrowed resources. One teacher said, "In gifted education, no one hands you a text book and tells you to cover the content. The curriculum and strategies are up to the teacher. At AFYS we were given lots of ideas to take back and use." Another response was, "I got to see others model their lessons, which gave me ideas for mine, and naturally, being teachers, we all borrowed everything we could from one another."

Perhaps a unique feature of this program's team process is the peer observation procedures. Rather than having the sole input of an instructor for lesson critiques, the teachers provide feedback to one another following an observation of teaching. Reflective teaching is implemented on an informal basis. Following the departure of the students in the afternoon, the teams meet to discuss their progress for the day. Teachers first discuss what they perceive to be successful or disappointing from the day's activities or lessons. Then the observing peer teacher guides a discussion by questioning what might be changed about the delivery to meet expectations of success in a subsequent lesson.

As the teachers shared ideas during reflective time, the team experience provided them with suggestions so that they could make adjustments for the next lesson. "The ideas we swapped…were life savers many times, and the suggestions I was given in the reflective time helped me make adjustments for the next day." Another teacher commented that through reflective time, she was made aware of her constant use of closed questions during her teaching. She indicated she continually worked to ask questions, which were open ended following the reflective meetings.

Maintaining the Team Effort

Perhaps it is more difficult to maintain team efforts when teachers close the classroom door. Perhaps it is more difficult to collaborate when there is only one teacher per school district responsible for children who are gifted, talented, and creative. But all teachers who responded to the follow-up questionnaire reported collaborative efforts at some level upon returning to their schools. One teacher had the following to say:

Several members of the AFYS and I email curriculum ideas to each other. We have even gone so far as to mail units to one another. We also compare everything from screening and identification methods to assessment instruments used for placement. We go to regional meetings together to get updates in gifted education. We even go to conferences together.

Another said, "I share ideas with another local G/T teacher. We live in the same town, even though we teach in different districts." Another reported some of the same collaborative efforts by saying, "We're [teachers from AFYS] still bouncing ideas off each other through email or when we see each other at regional meetings." This teacher went further to say, "I have several times pulled out a file of lessons we shared (during AFYS) and tuned things up a bit to fit my personal needs. During those times, I smile, thankful for that friend who shared part of her creativity with me."

Only one of the teachers reported team teaching with classroom teachers at her school:

My cooperative efforts have continued to include my G/T friends. I've maintained contact with the G/T teachers in my region through regional meetings. We have also implemented team teaching with the middle level teachers at our school. They give me their skills a week ahead, I plan enrichment based on that skill, and then we teach the class together. The teacher presents the basic skill, and I do the enrichment lesson. It really works!

Learned Advice from the Team

Based on the reflections of the AFYS teachers, teaming is a valuable tool for planning and delivering appropriate curriculum for gifted children.

Sharing is one way to eliminate the feelings of isolation. The following advice may help other educators build teams to aid with planning and delivering appropriate curriculum for advanced learners:

- Make the opportunity to network with other gifted education teachers. Educators of gifted children may benefit from sharing ideas with other educators of the gifted. The process of collaborative planning expedites goal setting and provides teachers of the gifted with multiple resources. Since resources are typically at the discretion of the gifted/talented/creative teacher, team planning may provide additional materials.

- Transfer the teaming concept to classroom teachers. While few gifted education teachers co-teach or do collaborative planning with classroom teachers, the opportunities are limitless. Team teaching with classroom teachers gives the gifted program teacher the opportunity to demonstrate strategies for engaging learners in enrichment activities. It also provides an opportunity for gifted program educators to become knowledgeable about the skills being taught in the regular classroom. Both teachers may benefit from observing other teaching styles.

- Seek support from regional educational cooperatives and nearby universities. Another opportunity for collaboration exists outside the realm of the school setting. There are resources available through directors of gifted education within educational cooperatives or universities. These agencies may offer activities and learning opportunities for students who are gifted, talented, and creative.

- Seek the support of parents. While the planning and program delivery for AFYS did not include the direct assistance of the parents, parental support is a necessity for the successful collaborative planning of gifted education programs. Unlike special education, an IEP is not required for establishing program services for students who are gifted, talented, and creative. However, who knows the child better than the parents? Thus, parents should be included in the identification process and decisions about appropriate programming services.

- Maintain a cooperative spirit. The education of children with diverse learning needs is a challenging task. A child's giftedness is not limited to the time he spends in a classroom with a specialist. Because these children are in the regular classroom the majority of the time, a cooperative effort is required by all who impact the education of the child—the school administrator, the classroom teacher, the gifted education specialist, and the parents.

Working together through a team effort is one way to make the delivery of program services possible. Many benefits exist with sharing ideas, materials, learning objectives, and classroom space. Individual student's needs are more easily recognized. Multiple ideas from which to choose make curriculum planning more effective. And having other educators to depend upon provides all participants with additional resources and materials. ❖

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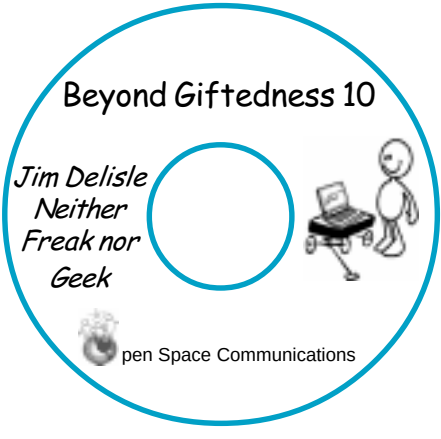

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Columns

Musings

Giftedness, Labeling, and the Non-Therapeutic Dose

Miraca U.M. Gross

A few years ago, in an article I wrote for *Understanding Our Gifted* (Gross, 1998), I retold a wonderful story first devised by James Gallagher. In his keynote address at the 1997 World Conference on Gifted and Talented Children, Gallagher compared teachers of the gifted to doctors diagnosing a condition and prescribing a remedy. He described the "one-size-fits-all" generic gifted program as "a non-therapeutic dose" (Gallagher, 1997).

He asked the audience to imagine that a drug will treat a certain medical condition, but that patients with different degrees of the condition require different doses. One hospital, for budgetary reasons, administers the same dose to each patient. For some patients this is the correct therapy, and they will recover. For others, it will be a *non-therapeutic* dose. They are being treated, but at a level designed for patients whose situation is much less severe. Put simply, the treatment will not help. It is cosmetic, at best.

In his address, Gallagher paid homage to the work of Julian Stanley who founded the Study of Mathematically Precocious Youth at Johns Hopkins University. Stanley developed the diagnostic-prescriptive model of identification and programming for mathematically gifted youth (Stanley, 1991). Using this model, educators not only note the existence of high ability in math, but also measure the full extent of the ability. An individual educational program is then developed based on the needs of the individual child.

Teachers working with children with disabilities recognize the importance of accurately diagnosing not only the presence of the disabling condition, but also its level of severity. For example, teachers working with hearing impaired students recognize levels of hearing impairment. A child with a mild hearing impairment can cope quite happily within the regular classroom as long as his teacher is aware of his impairment and is prepared to make certain adjustments. The child with moderate hearing impairment usually requires medical intervention—the prescription of a hearing aid specifically tailored to her needs—as well as a supportive group of classmates and a sensitive, flexible teacher who will provide special speech and language assistance. However, children who have severe or profound degrees of hearing impairment require much more than sound amplification and general assistance. These children must also be trained in combinations of lip-reading, cued speech, and either signing or finger spelling. In addition, both the curriculum and the teaching methodologies used in the classes in which they are placed must be adapted to their special needs.

Teachers of hearing impaired children and children with intellectual disabilities do not treat these children the same. No one would seriously suggest that a profoundly intellectually challenged child should be expected to master the curriculum that would be presented to a student with a mild intellectual challenge. Until recently, however, teachers and psychologists working with intellectually gifted students have been trapped in precisely this mind-set. We have developed identification strategies, designed curricula, and established special programs based on the assumption that what works for a moderately gifted student will also work for the extremely gifted. Fortunately, we are beginning to acknowledge the need to recognize degrees, as well as types, of giftedness.

To define the therapeutic dose for a gifted and talented student, we must first diagnose the level of giftedness. In the case of intellectual giftedness, IQ, aptitude, and achievement, testing can assist us greatly.

I have a severe hearing impairment. The condition itself is easy to diagnose. The *level* of the condition, which is much more important, is diagnosed by audiometric testing. It is that more sophisticated diagnosis which dictates the treatment. I wear specially designed hearing aids and use lip-reading.

At the University of New South Wales, where I teach, we have a highly successful undergraduate teacher-training program. As one element of this program, every one of our undergraduate students takes a 14-week course in gifted education. I have found my own disability very useful in explaining to these young teachers-to-be that identifying special needs students, whether they are physically disabled, intellectually challenged, or gifted, is not *labeling* them, but is rather the first step or diagno-

sis in the process. After a student has been identified, it is important to prescribe a suitable intervention. I tell them a few simple things I need them to do so that we can work together optimally. For example, I ask them to raise their hand at the same time they ask a question, so that I can swiftly see where the voice is coming from and bring my lip-reading skills into play to augment the assistance from my hearing aids. I explain that they are not "labeling" me by acknowledging my hearing impairment (and the level of it); rather they are assisting me by recognizing and *responding* to it. Similarly, we do not "label" a child if we acknowledge that she is gifted, recognize the level of her gifts, and respond with appropriate interventions. We *label* (which might be construed negatively) only when we note someone's ability or disability and refuse to do anything about it!

Levels of intellectual giftedness, as defined by IQ ranges, and the level of prevalence of such children in the general population, appear below.

It is important to note that these levels are not intended as "cut-off points." We acknowledge that there is little difference between a child of IQ 129 and one of IQ 130. There is, however, a significant difference in terms of the number of children who appear in each of the different IQ ranges. The child of IQ 125 has much greater access to age-peers of similar ability than do children who have IQs that are higher.

The Federal Government of Australia recently conducted a nationwide inquiry into the status of education for gifted and talented students. The published report strongly endorsed the need to acknowledge levels of giftedness. "Identifying the variety of abilities is not about creating divisions; it is about planning interventions intelligently, having regard to the different degrees of need" (Commonwealth of Australia, 2001).

Needs of Gifted and Talented Students

The academic and social needs of gifted and talented students are much like the needs of all students. All children have the need for intellectual challenge and stimulation. This means being presented with work that is neither too difficult nor too easy but is set at a level slightly beyond the level one has reached—the "zone of proximal development" (Vygotsky, 1978).

The curriculum we develop for children in school is, in general, set at levels appropriate to the majority of students—the 70 percent or so who cluster around the average for their age in terms of learning readiness. Even for mildly gifted students, the pace of this curriculum is usually too slow and the level undemanding. The provision of a curriculum differentiated in pace, level, and degree of abstraction is essential if these children are to find any real degree of satisfaction in schoolwork.

The further along the hierarchy of levels of giftedness on which the child is placed, the more urgent the need for ability grouping and/or acceleration. Such programs provide the vehicle for a more effectively differentiated curriculum and also provide gifted children with opportunities for good peer relationships. A child of IQ 140 who is educated solely in the regular classroom may pass through her elementary schooling without ever finding a classmate who shares her abilities or interests.

I have just completed the second edition of my book *Exceptionally Gifted Children*, which tells the story of the second decade (1993-2003) of my longitudinal study of 60 exceptionally and profoundly gifted Australians of IQ 160+. I have followed these young people since their primary school years. The majority are now in their 20s. Sixteen of these remarkably gifted young people enjoyed carefully planned, individually designed programs of radical acceleration, graduating from high school three or more years earlier than usual. In every case, the program was a success, giving

Level	*IQ Range*	*Prevalence*
Mildly/basically gifted	**115 - 129**	**1:6 - 1:40**
Moderately gifted	**130 - 144**	**1:40 - 1:1000**
Highly gifted	**145 - 159**	**1:1000 - 1:10,000**
Exceptionally gifted	**160 - 179**	**1:10,000 - 1:1 million**
Profoundly gifted	**180+**	**Fewer than 1:1 million**

the student access both to a stimulating, fast-paced curriculum and to the companionship of other young people at similar stages of development. All of these students have experienced high levels of academic and social success at school, university, and in adult life, and not one of the 16 regrets his accelerated program.

Ironically, every one of the 60 young people had the intellectual and academic ability and the social and emotional maturity to benefit from such a program. What held some of them back, given that each had been assessed in childhood as having levels of intellectual ability that placed them at or beyond 1 in 10,000 of their age-peers? The short answer is that their teachers were either unwilling to accept the evidence of the ability and achievement testing or unwilling to develop fully appropriate interventions. Oh, they usually prescribed *something*, but it was often a non-therapeutic dose, designed for students with a much lower level of giftedness.

The identification of giftedness and the consequent modification of curriculum and programming must go hand in hand. To diagnose a need and then to refuse to prescribe appropriate interventions is, indeed, no more than labeling. ❖

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The Affective Side

Gifted Identification and the Call to Advocacy

Jean Strop

When students receive the official label of "gifted," parents often experience a myriad of emotions such as pride, relief, anxiety, concern, and sometimes even panic. The distressing feelings generally arise because the adults believe the demands of their already difficult and uncharted role of parenthood have now changed dramatically. After all, having an exceptional child can mean the need for exceptional parenting and, in turn, the need for exceptional teaching to assure exceptional learning. If not cautious, this seemingly overwhelming task can lead to overzealous and non-productive advocacy. To assure productive responses, parents need to consider common pitfalls in adult advocacy attempts, and to develop a plan for supporting students to advocate for themselves.

Pitfalls to Avoid

Most parents approach advocacy with the best of intentions. Their student is unhappy or distressed, and they simply respond to fix the situation. However, ignoring the following issues can sometimes cause these well-intentioned interventions to go awry:

1. **Believing exceptionality is synonymous with entitlement.** It is not unusual for parents to assume that if a student has been labeled gifted, that they now need an entirely different educational approach. Sometimes, the student is receiving very appropriate services before the labeling process occurs, so changes in programming are not needed. Also, having the label does not automatically entitle that student to every option that is available for highly able and/or gifted students. In fact, gifted students have strengths, weaknesses, and special interests, just as all other students, and should only be included in programming options that meet the student's needs.

2. **Responding to the statement "I'm bored"**

without determining the meaning. Bright students learn early that the words, "I'm bored," are powerful, since they touch their parents' greatest fear—that school programming is too slow or inadequate. However, parents need to know that students utilize these words in a variety of situations: when encountering a frustrating educational task, when motivation for completing a task is low, when a task is too difficult for the student to truly master, and/or when the task is, indeed, too easy.

3. **Waiting for a crisis before advocating.** Many times parents will address educational concerns at home for fear of being perceived as "pushy" by school officials. Often these same parents will attempt to intervene if the situation reaches crisis potential. At this time parent emotions are at a peak, school officials may become defensive in response to the intense parent emotion, and the student is under extreme distress and wanting relief. Irreparable damage ensues because things are said that cannot be retracted, decisions are made to assuage the anger, and all parties feel "put upon" or at the very least, uncomfortable with each other.

4. **Pushing for a response from the school before all parties agree on "the issue."** Students often express their distress at home while acting as if things are fine at school. In these instances it is not unusual for the parents to be thinking about and addressing the issue for a while before it comes to the attention of the school. By having a head start on defining the problem, the parent may not only come to the school with the issue defined, but also with potential solutions in mind. These solutions may appear to fall on deaf ears because the parent has started the process at the solution-generating stage, and the school personnel have yet to witness the problem. At this point it is necessary to step back to "agree on the problem or issue," so all parties are willing and able to generate solutions that best fit the defined issue.

5. **Advocating from own issues or needs.** Many parents of gifted students had experiences in school where they felt pain because their own educational and/or emotional needs as gifted students were not appropriately met. It is extremely difficult for a parent to advocate from an objective and cooperative problem-solving stance unless they are able to differentiate their needs, scars, and issues from those of their student.

6. **Taking charge when it would be better if the student would do so.** Sometimes it is more time-efficient for the adult to intervene when the student is perfectly able to do so. Unfortunately, stepping in at this time can send inappropriate messages to the student: "They can't advocate for themselves." "They aren't capable of solving their own problems." Or perhaps, "The situation is hopeless, and only an adult can attempt to effect change."

To avoid these pitfalls, it is best to follow a process for determining when it is best for the adult to intervene and when it is best for the student to be supported to implement self-advocacy skills.

Process for Deciding Approach

To make the decision about who is to advocate, four issues need to be addressed. First, the parents and the students must talk to define the actual problem or issue that is under consideration. Then it is important to decide who owns the problem. An easy way to determine an answer is to ask, "Whose needs are not being met?" Then it is important to decide if the student, parent, or educator ultimately holds the power to solve the issue. If, indeed, it is decided that the student has the power to solve the problem, then the final issue to address is whether or not the student has the requisite skills to self-advocate.

Supporting Students to Become Self-Advocates

Too often we tell students to become self-advocates before we assess if they possess all of the skills necessary to do so. In fact, students need five key skills:

1. **Self-awareness.** That is, they know their strengths, weaknesses, preferences, and needs. They are also able to recognize and label feelings, express their feelings, know what blocks their ability to act, and know the difference between feelings, thoughts, and actions.

2. **Self-regulation.** Students with self-regulatory skills maintain control of impulses and anger, can soothe themselves and recover from negative emo-

tions or "blocks," are able to seek help, and have the ability to delay gratification.

3. **Pro-social Behaviors.** These students have a desire for positive relationships and will utilize general rules of etiquette and assertiveness with adults and friends, alike. They have a desire and the ability to initiate and maintain relationships, especially with adults. With some instruction, they are able to understand the operating rules of relationships and larger systems.

4. **Empathy.** Students with the capacity to empathize can both recognize and respond to emotions in others. They can take others' perspectives and seek to understand and work with others.

5. **Relationship Skills.** If a student has the ability to listen, to give and receive feedback, to negotiate and cooperate with others, and to compromise (if necessary), then she is ready to self-advocate.

To develop these skills, it is important to master all of the skills at the preceding level, before moving on to the next level. That is, it is hard to be able to self-regulate unless the student has self-awareness. Likewise, it is hard to have strong pro-social skills if self-regulatory skills are not in place. Once the requisite skills are mastered, then an advocacy script can be developed and practiced before the student attempts to work with his teachers. This role-playing in a safe environment can serve as a vehicle to receive constructive feedback, and can desensitize students to the discomfort and vulnerability that arises when they begin to ask their teachers for what they need.

For a younger student and when a student is a novice at attempting to self-advocate, it is sometimes good for the parent to share with the teacher that the student is working to develop these skills and will soon be approaching him with a proposal. Oftentimes this type of "heads-up" enables the educator to listen better to the student and will sometimes maximize the possibility of success. This success can, in turn, serve as a positive reinforcement to the student; that student is then more likely to try self-advocacy in other situations.

Do not be taken aback! If you encourage your students to self-advocate at school, it will be a relatively short time before you find your student approaching you as you go about your daily household routines. When you hear the words, "Mom/Dad, is it a good time to talk?" you know you are in their scope as the next recipient of the skills and scripts you have so aptly practiced. Not to worry, you need only listen and respond. ❖

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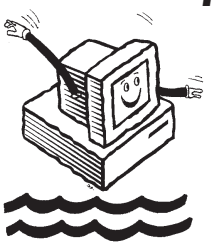
Surfing the Net

Identification Tools



Sandra Berger

There may be as many identification methods and practices for gifted education in the United States as there are school districts. Since questions I receive at the ERIC Clearinghouse on Disabilities and Gifted Education are often related to identification, this is a great opportunity to explain some of the confusing aspects of the process and provide some helpful Web sites.

Some federal legislation provides a broad definition of gifted but does not mandate services or programs (***www.ed.gov/legislation/ESEA02/pg72.html***). Without a federal law to protect the legal rights of gifted children, the responsibility for such mandates rests with the states. There are 32 states that require school districts to identify gifted children, with 10 more using permissive language. Permissive language means that the state policy mentions but does not require gifted identification and rarely provides guidance or funding. School districts are allowed maximum latitude in selecting identification methods. Eight states do not even mention identification in their state policy or regulations. Some states that mandate identification do not mandate programs (e.g., Connecticut). It is critical that identification be a path to serving the needs of gifted children. When a state mandates identification but does not mandate services, it becomes an end in itself rather than the means to an end.

Of states that mandate identification, eight administer gifted education under special education or the Individuals with Disabilities Education Act (IDEA). This does **not** mean that the students or programs are protected under IDEA unless the students have a disability that results in eligibility. When states include gifted under special education, the reasons are generally administrative. For some states, it's easier to provide guidance and/or funding for gifted education under the umbrella of special education.

Many states use a multistep approach to identify gifted students who need services tailored to their intellectual abilities and capabilities. Frequently, one step is to screen all children, looking for students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability (mathematics, science, social studies, or reading/writing), creativity, or visual and performing arts.

Many districts use Howard Gardner's Theory of Multiple Intelligences (MI) (***pzweb.harvard.edu/***) as a framework for screening students. One of the best-known MI assessment tools, particularly for screening minority students, is the Discover Assessment (***info-center.ccit.arizona.edu/~discover/assessment.htm***).

Project SUMIT (Schools Using Multiple Intelligence Theory) is based at Harvard's Project Zero, where the seeds of MI Theory took root and began to grow into an educational model. SUMIT seeks to identify, document, and promote effective implementations of MI. By using their Web site (***pzweb.harvard.edu/sumit/***), you can see how different schools use MI.

Other school districts use the Renzulli Enrichment Triad model for screening gifted students. Renzulli's model operates from a set of assumptions regarding the definition and identification of giftedness. Rather than seeing any individual as gifted or potentially gifted, Renzulli suggests that giftedness should be seen in terms of the convergence of three traits: above average general ability, task commitment, and creativity. The Renzulli Program is designed to provide enrichment activities on a school-wide basis. The model was designed specifically to help students identify fields which might engage their interests and abilities and then to become absorbed by intensive projects. The students who show high ability, task commitment, and creativity are thought of as gifted. You will find an explanation of the Renzulli

model at
www.aacps.org/aacps/boe/instr/CURR/tag/GTdefine.htm.

Recently, the Tennessee Initiative for Gifted Education Reform (TIGER) conducted a national survey to determine the current status of gifted education in each state (***giftedtn.org/tiger/docs/tigersurvey2002.pdf***). TIGER is a network of parents, educators, administrators, legislators, and members of the general public working to advocate for the appropriate education of all students, particularly those who are gifted. The outcome of the survey was a 73-page report about how states manage gifted programs, identify students, train teachers, and fund gifted education. In the document you will find answers to questions like these:

- Are school districts required to have an outreach or gifted child find program?
- Is the gifted assessment used to determine the instructional level of students?
- What is the earliest grade for mandated screening?
- Is the identification or services mandate an extension of IDEA?
- Is identification mandated?
- What percent of the student population is identified?

Another helpful Web site for identification information is the ERIC Clearinghouse on Disabilities and Gifted Education. A Frequently Asked Question (FAQ), "Student Selection for Gifted/Talented Programs," provides some useful details about the identification process used by states (***ericec.org/faq/gt-idpar.html***).

Barriers to Appropriate Identification

The disproportionate underrepresentation of some racial and ethnic minority groups in gifted education has been an issue for more than 40 years. During the 70s and 80s, in my early days as a parent advocate, I recall school boards struggling over this issue. At the time, one school board member thought that the key was to provide extra funding and that schools with large minority populations should receive a stipend. Recently, I heard the local school board again discussing this issue and bringing up the same proposals. Obviously, disproportionate underrepresentation is not going to be resolved easily. For a thorough analysis of the topic, read *Minority Students in Special and Gifted Education*, the report published by the National Academies Press (***www.nap.edu/catalog/10128.html***).

Another barrier is changing definitions of intelligence, the concept on which giftedness is based. From Joe Renzulli to Howard Gardner, giftedness has been recast into a malleable multidimensional concept, having evolved from a static monolithic concept. When educators assume that giftedness is multidimensional and choose screening methods that are non-biased, the selected student group is likely to be more heterogeneous than groups identified by only an IQ test like the WISC. Appropriate identification relies on the use of multiple criteria. Some states use specific instruments or tools to try to identify populations that are traditionally underserved by gifted education. Others use performance-based assessment such as student portfolios. The best practices gather data from multiple sources over a period of time, and require the teacher to use his or her expertise in setting up situations that elicit gifted behavior.

Assessments Used to Identify Gifted Students

Here are a few of the instruments and Web sites where you can read about various identification instruments. Keep in mind that states often use these tests as part of a multiple assessment plan and that the use of a single instrument may be highly inappropriate. Several state policies mention that children cannot be eliminated from eligibility for gifted services on the basis of one test score. The way the policy is implemented varies among states, but the intent clearly seeks to eliminate bias from the screening system.

GT World
www.gtworld.org/gttest.htm

Naglieri Non-verbal Ability Test (NNAT)
Publisher: Harcourt Educational Measurement
www.hemweb.com/trophy/ability/nnat.htm
NNAT is alleged to provide a culture-fair and language-free means of determining students' nonverbal reasoning and problem-solving ability, regardless of language or educational or cultural

background. The test may be administered in a group setting in about 30 minutes. It is frequently used with gifted and talented students who are either non-English speakers or are just learning English.

WISC III - Wechsler Intelligence Scale for Children III
Publisher: The Psychological Corporation
www.psychcorp.com.au/keyprod.htm#Wechsler
The WISC III is an individual IQ test and is considered the universal standard used by psychologists to assess children from ages 6 to 16. The test is divided into two main sections: the Verbal Scale, which measures how well children understand what is said to them and how well they express themselves verbally and the Performance Scale, which measures the visual/motor tasks or nonverbal areas such as spatial relationships.

Stanford-Binet Intelligence Scale-4th Edition (SB-IV or V)
Publisher: Riverside Publishing
www.riverpub.com/products/clinical/sbis/home.html
The Stanford-Binet Intelligence Scale is another individual intelligence test used frequently by psychologists. It is a measure of global or general intelligence and can be administered in much less time than the WISC. Scores of 132 and above are considered Very Superior. It is generally believed that some of the subtests have a ceiling that is much too low for bright children, and many professionals believe that the Stanford-Binet has too few subtests to be an accurate measure of intelligence for gifted children.

Kaufman Assessment Battery for Children (K-ABC): Mental Processing Scales
Publisher: American Guidance Service
www.agsnet.com/
The K-ABC measures intelligence (which it defines as the ability of children to process information and solve problems) and achievement. It is individually administered and was developed in an attempt to minimize the influence of language and acquired facts and skills on the measurement of a child's intellectual ability. Scores of 130 and above are categorized as Upper Extreme. It is one of the few tests that can be used with children as young as 2 years of age.

Slosson Intelligence Test—Revised
Slosson Educational Publications
www.slosson.com/
The Slosson is designed to provide a quick screening measure of verbal intelligence and should be used in conjunction with other tests. It measures six different categories with 187 oral questions. It is a question-and-answer test with no reading or writing required and can provide useful information within limits. Since many gifted children are visual spatial learners, this might not be the test of choice for a gifted population.

Raven Progressive Matrices
Publisher: The Psychological Corporation
http://www.jcravenltd.com/
A non-verbal test designed to assess mental ability via problems concerning colored abstract figures and designs. There are 36 test items. Individual or small group administration is necessary. Norms are available for several English groups. It is purported to be culturally fair.

Leiter International Performance Scale-Revised
Publisher: Stoelting Publishing
www.riverpub.com/products/clinical/unit/unit_comp.html
The Leiter-R measures cognitive abilities in a nonverbal manner. This is good to use with those who may be disadvantaged, non-English speaking, ESL, ADHD, or those with mental and motor impairments. The assessment does not require verbalization by either the examiner or subject. It is suitable for use with mentally retarded through intellectually gifted subjects.

Torrance Tests of Creative Thinking: Figural (TTCT:F)
www.proedinc.com/
This highly reliable test is one of the most widely used of its kind. The test requires student responses that reflect life experiences, mainly drawing or pictorial in nature. A small amount of writing is required of students when they are directed to label or name some of the pictures they have drawn. The examiner may transcribe for children who are not yet writing.

Gifted and Talented Evaluation Scales (GATES)
Publisher: Pro-Ed
www.proedinc.com/
GATES is an innovative, quick approach for identifying students ages 5 to 18 who are gifted and talented. Based on the most current federal and state definitions, it satisfies the critical national need for a norm-referenced instrument that assesses the characteristics, skills, and talents of gifted students. GATES was normed in 1995 on a representative national sample of over 1,000 persons who were identified as gifted and talented. Characteristics of the normative group approximate those for the 1990 census data relative to gender, geographic location, race, ethnicity, and socioeconomic status.

Screening Assessment for Gifted Elementary and Middle School Students (SAGES-2)
Publisher: ProEd
www.proedinc.com/
SAGES–2 is helpful in identifying gifted students in kindergarten through 8th grade. Its three subtests sample aspects of two of the most commonly used areas for identifying gifted students: aptitude and achievement.

The Otis-Lennon School Ability Test, Seventh Edition (OLSAT 7)
Publisher: Harcourt
www.hemweb.com/trophy/ability/olsat7.htm
The OLSAT 7 measures school learning ability. It is often administered with the Stanford 9 (see below), allowing testers to obtain comparisons of students' ability and achievement. This test cannot be used as the sole instrument when screening for giftedness.

Iowa Tests of Basic Skills (ITBS), Form A
Riverside Publishing
www.riverpub.com/products/group/itbs_a/home.html
The ITBS Form A measures the skills and achievement of students from kindergarten through grade 8. The ITBS provides an in-depth assessment of students' achievement of important educational objectives. Tests in reading, language arts, mathematics, social studies, science, and information sources yield reliable and comprehensive information, both about the development of students' skills and about their ability to think critically.

The Stanford Achievement Test Series, 9th Edition (SAT9).
Publisher: Harcourt Educational Measurement
www.hemweb.com/trophy/achvtest/sat9view.htm
The SAT9 is a norm-referenced achievement test covering all grades. The various subtests are aligned with national standards, projects, and models. The open-ended subtests are geared to instructional objectives that are best measured with performance tasks and student-constructed responses. The open-ended components can be used separately or as a supplement to the multiple-choice battery.

BJ Testing and Evaluation offers the Iowa and Stanford tests for use by homeschooling families in assessing the academic achievement of their homeschooled students.
www.bjup.com/services/testing/academic_testing/

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ParentSpace

Counseling the Gifted–Whose Job Is It?

Sharon A. Freitas

Counseling and guidance may help gifted students develop as whole persons. So, who should take on this job? Are counselors/psychologists prepared to recognize the needs of the gifted in our schools? What is the role of the educator (teacher and/or administrator)? What responsibility for guidance and counseling rests with the parent/guardian in the home?

Counselors and Psychologists

The American Psychological Association currently lists 42 divisions, none of which focus on the gifted. In some training institutions, counselors and psychologists receive little or no training on the emotional development of the gifted; nor do they perceive the need for such training. Those counselors willing to provide the support system needed for the gifted student must be attuned to differences in the emotional as well as the intellectual systems of the gifted. Resources such as role models and mentors, as well as access to other gifted children, may help students learn and understand more about themselves. In addition, counselors may act as initiators of the identification process, provide assessment data, and advocate for the gifted.

Educators

Teachers of the gifted should be well informed about the psychosocial needs of the gifted so they can represent the students' interests, promote appropriate programs, and talk with others about gifted students' special needs. The most critical role a teacher can play is that of the listener. School administrators may fill many of these same roles as the classroom teacher. In addition, they provide leadership to assure that appropriate programs are in place and running smoothly.

Parents/Guardians

The parent/guardian plays an important role in providing counseling for the gifted. The nature and extent of this parent/child counseling relationship that evolves (or fails to evolve) is likely to have a powerful impact on the child's emotional and personal-social development. Factors which may enhance or hinder the parent-child counseling relationship include the parent's understanding of behavioral traits associated with giftedness such as high energy, intense curiosity, less need for sleep, the need to question authority, and heightened sensitivity in interpersonal relationships. Parents who are puzzled or confused about these traits need to seek out resources (reading lists, trained school personnel, and other parents) to help them become well acquainted with both the myths and the realities associated with gifted students.

There are three specific needs that all three groups (guidance staff, educators, and parents) should address when counseling gifted students.

- Cognitive-academic—Gifted students need to understand what giftedness is and where it leads. They also need to understand their academic and career opportunities.
- Personal-social—Gifted students need to explore their motivations and then set both short and long-term goals.
- Experiential—Gifted students should participate in out-of school activities that are task-oriented, domain-specific, real-world experiences which clarify career interests and values.

Everyone associated with the gifted serves a counseling function of one type or another. However, as Joyce VanTassel-Baska states in *Practical Guide to Counseling the Gifted in a School Setting* (1990, Council for Exceptional Children), "Those seeking a recipe or a formula for what to do in 30 minutes will be disappointed. Rather, the advice rendered reflects a need to develop an understanding about facilitating gifted students' affective growth over time."

Giftedness needs to be viewed as an emerging phenomenon and not as something you are but rather something you do. As people who make an effort to bring out the best in someone else, parents, teachers, and counselors can contribute to the development of giftedness. ❖

Sharon A. Freitas *became involved in gifted education as a parent, and then went on to become a gifted coordinator and counselor for 20 years.*

Hot Off the Press

NOTE: The following books cannot be purchased directly from Open Space Communications. Please contact the publishers, local bookstores, or Amazon.com.

To keep you informed, we offer a list of recently published books in the field of gifted education. It is not our intention to endorse or offer value judgments of these books, but merely to give you up-to-date information. We have included facts available to us at the time of our publication deadline.

• Creative Intelligence: Toward Theoretical Integration (Perspectives on Creativity)
Editors: Donald Ambrose, Leonora Cohen, Abraham Tannenbaum
2002, Hampton Press $29.95
ISBN 1572734663

• Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12
Diane Heacox
2002, Free Spirit Publishing $27.95
ISBN 1575421054

Puts differentiation into everyday practice by providing any teacher in any classroom with concepts, strategies and ready-to-use material.

• A Forgotten Voice: A Biography of Leta Stetter Hollingworth
Ann G. Klein
2002, Great Potential Press $15.40
ISBN 0910707537

Documentation of the remarkable life of Leta Stetter Hollingworth (1886-1939), psychologist, feminist, researcher, author, educator, and "Mother of Gifted Education."

• Gifted Education: Identification and Provision (Resource Materials for Teachers)
David George
2002, David Fulton Publishing $25.95
ISBN 1853469726

How to identify and make provision for gifted and talented children, utilizing a multi-dimensional view of ability and belief in educating the whole child. Includes strategies for differentiation, thinking skills, and subject-specific enrichment.

• Parenting and Teaching the Gifted
Rosemary Callard-Szulgit
2003, Scarecrow Press $19.95
ISBN 0810845296

• Rethinking Gifted Education
James H. Borland
2003, Teachers College Press $48

Essays by leading thinkers in gifted education and writers outside the field. Authors examine, reconsider, and challenge assumptions and beliefs underlying theory and practice, providing a roadmap for current and future gifted education programs.

• Raisin' Brains: Surviving My Smart Family
Karen L.J. Isaacson
2002, Great Potential Press $16
ISBN 01919707545

Humorous, endearing stories in Erma Bombeck-style about the author's family of 5 smart, creative children, ages 3-16

• The Survival Guide for Kids with LD
Gary Fisher & Rhoda Cummings
2002, Free Spirit Publishing, $10.95
ISBN 1575421194

Easy-to-read, ready-to-use learning disabilities guide written especially for kids. Solid tips and strategies for getting along better in class, with friends, and at home.

• Young, Gifted, and Black: Promoting High Achievement Among African-American Students
Theresa Perry
2003, Beacon Press $17.50
ISBN 0807031542

Three African-American intellectuals discuss the terms of the school reform debate, framed in large part around the success and failure of African-American children in school. The authors argue that understanding how children experience the struggle of being black in America is essential to improving how schools serve them. ❖

Publisher
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Understanding Our Gifted (ISSN 1040-1350) is published quarterly by **Open Space Communications,** P.O. Box 18268, Boulder, CO 80308. Subscriptions are $37 for 1 year: Institutions $49. International subscriptions are $58 U.S. funds; International Institutions $68. Online edition and back issues available. Third class postage paid at Boulder, CO. For subscription address changes, send mailing label along with new address to ***Understanding Our Gifted*** eight weeks before moving. Indexed and abstracted in Current Index to Journals in Education (CIJE), Exceptional Child Educational Resource (ECER) database, and Educational Resources Information Center (ERIC) Clearinghouse on Handicapped and Gifted Children. (303)444-7020/ FAX(303)545-6505/ 800-494-6178.
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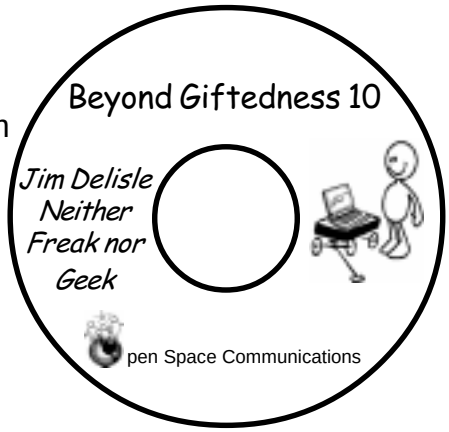

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