



TN Step Lunchtime Webinar May 10, 2018

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Today's Topics

- What is gifted and how is it organized?
- Gifted Eligibility Context
- Have you Heard?
- Gifted Characteristics
- Paradigms of Models
- Resources

What is gifted and how is it organized?

- States decide whom and how to identify and serve.
- About 5–8 states consider gifted education to be a part of special education



Gifted Eligibility Context

Arkansas Definition: General Education

- Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services.
- Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above-average intellectual ability, task commitment and/or motivation, and creative ability.

Texas Definition: General Education

A gifted/talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or
- excels in a specific academic field (Texas Education Code [§ 29.121](#)).

Pennsylvania Definition: Special Education

- Mentally gifted is defined as outstanding intellectual and creative ability, the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program (22 Pa. Code §16.1).
- The term “mentally gifted” includes a person who has an **IQ of 130 or higher**, when multiple criteria as set forth in Department Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. The determination shall include an assessment by a certified school psychologist (22 Pa. Code §16.21(d)).

Tennessee Definition: Special Education

- Previous Definition:
“Intellectually Gifted” means a child whose intellectual abilities and potential for achievement are so outstanding the child’s educational performance is adversely affected. “Adverse affect” means the general curriculum alone is inadequate to appropriately meet the student’s educational needs. [State Board Rules and Regulations 05200109.01(11)]
- New Definition (effective July 1, 2017): “Intellectually Gifted” means a child whose intellectual abilities, creativity, and potential for achievement are so outstanding that the child’s needs exceed differentiated general education programming, adversely affects educational performance, and requires specifically designed instruction or support services.

Inclusion in the New Definition

- Children from all populations (e.g., all cultural, racial, and ethnic groups, English learners, all economic strata, twice-exceptional, etc.) can be found to possess these abilities.

Differences

- Previous: “Intellectually Gifted” means a child whose intellectual abilities and potential for achievement ...
- New: “Intellectually Gifted” means a child whose intellectual abilities, creativity and potential for achievement ...

Differences

- Previous:

- “Adverse affect” means the general curriculum alone is inadequate to appropriately meet the student’s educational needs.

- New:

- needs exceed differentiated general education programming
- adversely affects educational performance
- requires specifically designed instruction or support services

Standards (July 2017)

- [Special Education Evaluation & Eligibility](#)
- Click path: <Tennessee Department of Education<Students & Families<Special Populations and Support<Special Education<Evaluation & Eligibility.



Have you heard?

Debunking Myths

“Gifted students don’t need help; they’ll do fine on their own.”

- Many gifted students know up to 80 percent of the curriculum that will be taught. This results in boredom, low achievement, and poor work habits. We would not say this of a star athlete.

“Teachers challenge all the students so gifted kids will be fine in the regular classroom.”

- The Fordham Institute’s study concluded that 58 percent of teachers have received no professional development specific to teaching gifted students.

Debunking Myths

“Gifted students make everyone else in the class smarter by providing a role model or a challenge.”

- Average students do not necessarily see gifted students as role models. Additionally, gifted students need intellectual peers.

“All children are gifted.”

- All children have strengths and positive attributes, but these do not necessarily indicate that they are gifted. Gifted refers to a child who has an advanced capacity to learn and apply knowledge compared to their peers.

Debunking Myths

“Acceleration placement options are socially harmful for gifted students.”

- Studies actually show the opposite. They are happier with intellectual peers who have shared interests. Gifted students are often bored and feel out of place when with peers their age.

“Gifted education programs are elitist.”

- Gifted learners come from all backgrounds and economic levels. We do not feel programs for professional athletes, musical soloists, inventors or physicians are elitist.

Debunking Myths

“That student can't be gifted; he is receiving poor grades.”

- Underachievement can be caused by boredom, frustration, bad study habits, or distrust of the school environment.

“Gifted students are happy, popular, and well adjusted in school.”

- Gifted students may or may not thrive in their current community and school situation. They can suffer from isolation because of their emotional and moral intensity, sensitivity to expectation and feelings, perfectionism, and deep concerns about societal problems.

Debunking Myths

“This child can't be gifted because he has a disability.”

- Being gifted does not preclude a student from other disabilities. It's important to focus on the students' abilities as opposed to his or her disabilities.

“Our district has a gifted and talented program; we have AP courses.”

- Although AP and honors courses should offer rigorous and advanced coursework, they are not a gifted program. This approach limits the subjects offered and is generally only for 11th and 12th grade students. Moreover, these courses do not address a student's affective needs.

Debunking Myths

“Gifted education requires an abundance of resources.”

- Beginning a program requires little more than knowledge that gifted students need something different and a commitment to provide appropriate curriculum and instruction.



Gifted Characteristics

A Few Gifted Characteristics

- Sense of humor
- Excellent memory
- Abstract, complex, logical, and insightful thinking
- Advanced verbal skills (e.g., vocabulary, manipulation of words, or picking up multiple languages quickly)
- Interest in how and why things work
- High achieving and motivated by grades (traditional view)
- Higher levels of thinking than same-age peers

Characteristics (Continued)

- Asks probing questions
- Highly curious
- Desire to organize people/things
- Idealistic with a strong interest of justice
- Preoccupied with own thoughts (daydreamer)
- Learns basic skills quickly and with little practice
- Exhibits asynchronous development
- Learns at a much earlier age than same-age peers and makes more rapid progress

Cultural Lens



Characteristics of Advanced Vocabulary

Conventional

- complex sentences
- metaphors and analogies to express relationships
- advanced vocabulary
- highly verbal

Economically Disadvantaged

- language is complex even if vocabulary is not advanced
- vocabulary is rich in imagery
- expression is rich when entertaining or telling a story

English Learner

- advanced vocabulary in first language
- translates and code switches
- may use inventive vocabulary

Characteristics of Critical Thinking

Conventional

- solves problems in creative ways
- is inventive
- comprehends complex ideas and thoughts
- has keen powers of observation

Economically Disadvantaged

- excels in figural brainstorming
- demonstrates strong observation skills which are often used in non-school settings
- demonstrates rapid reactive decision making

English Learner

- demonstrates strong critical thinking in native language
- may display high levels of visual memory and/or auditory memory skills

Characteristics of Perspective

Conventional

- displays an ability to understand and incorporate different points of view through oral language, writing, manipulatives, and/or art

Economically Disadvantaged

- survival economics is significant influence on point of view
- demonstrates unexpected perspective with language, problem solving, and/or concrete objects
- less likely to identify points of view in writing

English Learner

- cultural perspective may differ from mainstream
- selects effective, often inventive strategies to recognize and solve problems
- group perspective

Characteristics of Problem Solving

Conventional

- negotiates verbally
- thinks holistically
- makes abstract and sometimes seemingly random connections

Economically Disadvantaged

- solves problems based on personal experiences
- figures out how to use concrete physical movement and graphics to clarify abstract concepts for others

English Learner

- solves problems from cultural perspective
- naturally uses an associative mode of thought to express insights and explain relationships

Characteristics of Curiosity and Questioning

Conventional

- is inquisitive
- asks penetrating questions
- shows curiosity and inner drive for thorough, independent understanding

Economically Disadvantaged

- might be seen as badgering with the excessive amount of questioning
- likes to stump people
- questions authority and rules

English Learner

- asks questions to learn and reinforce relationships and fairness
- may be culturally conditioned not to question

Characteristics of Non Verbal Communication

Conventional

- not always fluent in non-verbal communication

Economically Disadvantaged

- fluent in non-verbal communication

English Learner

- fluent in non-verbal communication

What can we do to meet the needs of students who are CLED?

- Value student background
- Use the TnTAISF
- Understand that not all intellectually gifted students will make good grades
- Understand that not all intellectually gifted students fit a preconceived mold
- Design lessons with a more inclusive approach
- Respond to learning pace of new language
- Design a learning environment where students are valued for more than a test score
- Seek them out



Paradigms of Models

Paradigms of Models Used with Gifted or High-ability Learners

- **Gifted Student**

- “Giftedness” is a human trait that exists in certain individuals and can be best measured with a high degree of accuracy by IQ or other general ability tests.

- **Talent Development**

- Talent is capable of being developed.
- Gifted behaviors can and are meant to be nurtured over time.

- **Differentiation**

- Advanced learners are provided an appropriately challenging educational experience that is tailored based on their present level of need.
- De-emphasizes the importance of identifying the gifted as a separate class. Giftedness is a temporary state of unmet need in a specific academic area.

Implementation

Paradigm	Implementation
<u>Gifted Child</u> - measured by IQ	Individualized Education Plan (IEP)
<u>Talent Development</u> - gifted behaviors can and are meant to be nurtured and developed	Multi-Tiered Systems of Support (MTSS)
<u>Differentiation</u> - advanced learners are provided appropriately challenging educational experience	Classroom

Resources

- https://youtu.be/MDJst-y_ptl: 10 Gifted Myths
- <https://youtu.be/9XN7IOteagl>: Misdiagnosis of Gifted Children
- www.nagc.org: National Association for Gifted Children
- www.sengifted.org: Supporting Emotional Needs of Gifted (SENG)
- www.davidsongifted.org: Davidson Institute
- www.cectag.com: Council for Exceptional Children
- www.world-gifted.org: World Council for Gifted and Talented Children

Resources (Continued)

- <http://byrdseed.com/differentiator/>: The Differentiator
- <http://cty.jhu.edu/talent/after/>: Reading Lists from Johns Hopkins Center for Talented Youth
- www.hogiesgifted.org: Hogies Gifted
- www.byrdseed.com: Ian Byrdseed
- <https://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals>: Common Characteristics of Gifted Individuals

Resources (Continued)

- www.exquisite-minds.com: Exquisite Minds
- www.bertiekingore.com/rigor.htm: Bertie Kingore
- www.mensaforkids.org/teach/lesson-plans/: MENSA
- <https://www.verywell.com/dabrowskis-overexcitabilities-in-gifted-children-1449118>: Debrowski's overexcitabilities

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