

St. Regis School District #1
Gifted and Talented
Education Plan
2011/2012

St. Regis Gifted and Talented Philosophy

The St. Regis School District is committed to serve the gifted and talented students in grades Kindergarten through the twelfth grade. We recognize that gifted and talented students have individual abilities and must be provided with learning experiences that will assist them in attaining the highest level of intellectual, social, emotional, and moral growth. The implementation of the G/T program is the shared responsibility of teachers, administrators, parents, and students. Administrators, teachers and parents will be provided with growth opportunities to help students reach their potential.

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St. Regis Gifted and Talented Program – 2011/2012

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MONTANA STATE LAW - Part 9 Gifted and Talented Children

20-7-901. Definitions. As used in this part the following definitions apply:

(1) "Gifted and talented children" means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors.

(2) "Professionally qualified persons" means teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are qualified to appraise pupils' special competencies.

20-7-902. School district programs to identify and serve the gifted and talented child.

(1) A school district may identify gifted and talented children and devise programs to serve them.

(2) In identifying gifted and talented children, the school district shall:

(a) consult with professionally qualified persons and the parents of children being evaluated;

(b) consider a child's demonstrated or potential gifts or talents; and

(c) use comprehensive and appropriate assessment methods including objective measures and professional assessment measures.

20-7-903. Programs to serve gifted and talented children-compliance with board policy funding.

(1) The conduct of programs to serve gifted and talented children must comply with the policies recommended by the superintendent of public instruction and adopted by the board of public education.

(2) Proposals approved by the superintendent of public instruction in accordance with policies of the board of public education must be funded by money appropriated to the superintendent for that purpose.

(3) A school district shall match funds provided by the superintendent for a gifted and talented children's program with equal funds from other sources. "In kind" contributions

may not be used to constitute such a match. Funds must be administered by the school district as provided in 20-9-507.

(4) The superintendent of public instruction may deduct reasonable costs of administration from the funds appropriated for the purpose of this part.

20-7-904. Review and recommendations of proposals.

(1) The policies of the board of public education must assure that program proposals submitted by school districts to the superintendent of public instruction contain:

(a) evidence that identification procedures are comprehensive and appropriate;

(b) a program description including stated needs and measurable objectives designed to meet those needs;

(c) evidence that the activities are appropriate and will serve to achieve the program objectives; and

(d) a method to evaluate the effectiveness of the program.

(2) School districts may request assistance from the staff of the superintendent in formulating program proposals.

(3) The superintendent of public instruction shall supervise and coordinate the programs for gifted and talented children by:

(a) recommending to the board of public education the adoption of those policies necessary to establish a planned and coordinated program; and

(b) establishing a procedure for review and approval of program proposals.

**MONTANA STATE BOARD OF PUBLIC EDUCATION
SCHOOL ACCREDITATION STANDARDS
SUB CHAPTER 8 EDUCATIONAL OPPORTUNITY**

GIFTED AND TALENTED

10.55.804

- (1) Schools shall provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image.
- (2) Each school shall comply with all federal and state laws and regulations addressing gifted education.
- (3) Each school shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2000 MAR p. 3340, Eff. 12/8/00.)
Refer to Montana School Accreditation Standards and Procedures Manual Glossary

GLOSSARY REFERENCE: Framework for Gifted and Talented Education Services

GIFTED AND TALENTED: schools shall provide educational services to students commensurate to their needs.

It is recommended that such services shall be outlined in framework which includes:

- (a) Identification of talent areas and student selection criteria according to a written program philosophy;
- (b) A curriculum which reflects student needs;
- (c) Teacher preparation;
- (d) Criteria for formative and summative evaluation;
- (e) Supportive services; and
- (f) Parent involvement.

SPECIAL EDUCATION (included for comparison purposes)**10.55.805**

- (1) Each school shall comply with all federal and state laws and regulations addressing special education.
- (2) Each school shall provide structured support and assistance to regular education teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.
- (3) Students with disabilities shall be given opportunities to become confident, dignified, and self-sufficient members of society.
- (4) A student who has successfully completed the goals identified on an individualized education program for high school completion shall be awarded a diploma. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/91; AMD, 1994 MAR p. 166, Eff. 1/28/94; AMD, 2000 MAR p. 3340, Eff. 12/8/00.)

Component I		
Gifted Education Programming Criterion: Philosophy and Student Identification		
Gifted learners must be assessed to determine appropriate educational services.		
Essential Elements	Minimum Practices	Exemplary Practices
<p>An identification process for gifted learners K-12 must be in place.</p> <p>Montana Code References:</p> <p>Montana Code Annotated: 20-7-901. Definitions. As used in this part the following definitions apply:</p> <p>(1) "Gifted and talented children" means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors.</p> <p>(2) "Professionally qualified persons" means teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are qualified to appraise pupils' special competencies.</p> <p>20-7-902. School district programs to identify and serve the gifted and talented child.</p> <p>(2) In identifying gifted and talented children, the school district shall:</p> <p>(a) consult with professionally qualified persons and the parents of children being evaluated;</p> <p>(b) consider a child's demonstrated or potential gifts or talents; and</p> <p>(c) use comprehensive and appropriate assessment methods including objective measures and professional assessment measures.</p> <p>Administrative Rules of Montana: 10.55.804 Gifted and Talented</p> <p>(3) Each school shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.</p> <p>10.55.804 Gifted and Talented "Framework"</p> <p>(a) Identification of talent areas and student selection criteria according to a written program philosophy.</p>	<p>Gifted learners are identified K-12.</p> <ul style="list-style-type: none"> • Guided by a written program philosophy. • Considers gifted learners' demonstrated or potential gifts or talents. • Utilizes comprehensive and appropriate assessment methods. • Consults with professionally qualified persons and the parents of the child being evaluated. 	<p>Gifted learner identification process (K-12) is ongoing and reflects current best practice and research.</p> <ul style="list-style-type: none"> • Review and revise district philosophy, guidelines and procedures annually. • Considers gifted learners' demonstrated and potential gifts or talents. • Includes multiple and appropriate assessment methods and student data. • Accepts nominations for services from any source (e.g., teachers, parents, community members, peers, etc.).

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<i>Component II</i>		
Gifted Education Programming Criterion: Curriculum and Instruction		
Gifted education services must meet the academic and affective needs of the gifted learner.		
Essential Elements	Minimum Practices	Exemplary Practices
<p>Curriculum must be differentiated for gifted learners K-12.</p> <p>Montana Code References:</p> <p>Montana Code Annotated: 20-7-901. Definitions. As used in this part the following definitions apply: (1) "Gifted and talented children" means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors.</p> <p>Administrative Rules of Montana: 10.55.804 Gifted and Talented (1) Schools shall provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image. 10.55.804 Gifted and Talented "Framework" (b) A curriculum which reflects student needs.</p>	<p>Curriculum differentiation is provided for gifted learners K-12.</p> <ul style="list-style-type: none"> Assess gifted learners in areas of strength. Review gifted learners' placement in current curriculum. Provide differentiation in content, process, and/or pace. 	<p>Curriculum differentiation and curricular options are articulated and implemented for gifted learners K-12.</p> <ul style="list-style-type: none"> Assess gifted learners in areas of strength and interests. Review gifted learners' placement in current curriculum on an ongoing basis. Provide extended options of differentiation specifically matched to gifted learners' strengths and interests.

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<p><i>Component III</i></p> <p>Gifted Education Programming Criterion: Support Services and Parental Involvement</p> <p>Gifted education programs must provide structured support and assistance.</p>		
Essential Elements	Minimum Practices	Exemplary Practices
<p>Support services must be provided.</p> <p>Montana Code References:</p> <p>Montana Code Annotated: 20-7-901. Definitions. As used in this part the following definitions apply: (2) "Professionally qualified persons" means teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are qualified to appraise pupils' special competencies.</p> <p>Administrative Rules of Montana: 10.55.804 Gifted and Talented (3) Each school shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.</p> <p>10.55.804 Gifted and Talented "Framework" (e) Supportive services; and (f) Parent involvement.</p>	<p>Support services provided by professionally qualified persons include:</p> <ul style="list-style-type: none"> • counseling; • testing and assessment; and • differentiated curricular support and/or instructional strategies. <p>Parents are provided opportunities for support and involvement.</p>	<p>Comprehensive support services, provided continually include:</p> <ul style="list-style-type: none"> • differentiated counseling guidance and/or mentoring; • ongoing, comprehensive testing and assessment provided by psychologist; and • differentiated curricular and instructional support integrates current issues and concerns from other education fields. <p>Parents are continually provided with a variety of opportunities for support and involvement.</p>

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Component IV Gifted Education Programming Criterion: Professional Development Educators must have specialized preparation specifically related to gifted learners.		
Essential Elements	Minimum Practices	Exemplary Practices
<p>Professional development specifically related to gifted learners must be provided.</p> <p>Montana Code References:</p> <p>Montana Code Annotated:</p> <p>20-7-901. Definitions. As used in this part the following definitions apply: (2) "Professionally qualified persons" means teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are qualified to appraise pupils' special competencies.</p> <p>Administrative Rules of Montana:</p> <p>10.55.804 Gifted and Talented (3) Each school shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.</p> <p>10.55.804 Gifted and Talented "Framework" (c) Teacher preparation.</p>	<p>Professional development specifically related to gifted learners is provided in the areas of:</p> <ul style="list-style-type: none"> • student assessment; • differentiated content, process and/or product; • instructional strategies; and • effective needs. 	<p>Professional development specifically related to gifted learners is provided on an ongoing basis to all staff, in the areas of:</p> <ul style="list-style-type: none"> • student assessment; • differentiated content, process and/or product; • instructional strategies; and • effective needs.

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Component V Gifted Education Programming Criterion: Program Evaluation Program evaluation must analyze the delivery and impact of gifted services.		
Essential Elements	Minimum Practices	Exemplary Practices
<p>The K-12 program for gifted learners must be evaluated.</p> <p>Montana Code References:</p> <p>Montana Code Annotated: 20-7-904. Review and recommendations of proposals. (d) a method to evaluate the effectiveness of the program.</p> <p>Administrative Rules of Montana: 10.55.804 Gifted and Talented "Framework" (d) Criteria for formative and summative evaluation.</p>	<p>The K-12 gifted program is evaluated through a method which includes:</p> <ul style="list-style-type: none"> • formative criteria; and • summative criteria. 	<p>The K-12 gifted program is evaluated through a formal method which is responsive to the needs of all stakeholders and includes:</p> <ul style="list-style-type: none"> • formative criteria; • summative criteria; and • accessible written report.

Resource List of Gifted and Talented Identification Instruments

Academic Achievement Category	Level	Admin. By	Publisher	Web Site	Montana Teacher Comments
CAT	K-HS	Teacher	CTE/McGraw Hill	www.cte.com	
ITBS	K-HS	Teacher	Riverside Publishing	www.riverspub.com	
SRA	K-HS	Teacher	Science Research Associates		
TOMAGS		Teacher	Prufrock Press	www.sciflock.com	
Intellectual Aptitude Category					
CogAT	K-HS	Admin. By Teacher	Publisher	Web Site	
K-ABC	K-5	Teacher	Riverside Publishing	www.riverspub.com	memory labn, not recommended
KBIT	K-5	Teacher			
MAT	K-HS	Teacher	Psychological Assess Resource	www.parinc.com	measures specific IQ abilities
NNAT	K-HS	Teacher	Psychological Corp	www.psychcorp.com	
OL&AT	K-HS	Teacher	Harcourt Brace Ed. Measure	www.hbam.com	
Raven Progressive Matrices	K-HS	Teacher	Psychological Corp	www.sciflock.com	measures specific IQ abilities
SB	K-Adult	Psychologist	Harcourt Brace Ed. Measure	www.hbam.com	
S-FRIT		Teacher	Psychological Assess Resource	www.parinc.com	Verbal/PerfomMemory/Cognitive
SIT-R	K-5	Teacher	Psychological Assess Resource	www.parinc.com	
SOI	K-5	Teacher	GOI Systems	www.goisystems.com	Cognitive & Arts
TONI 3		Teacher	Prufrock Press	www.sciflock.com	
UNIT	K-Adult	Psychologist	Riverside Publishing	www.riverspub.com	totally nonverbal, unbiased
WISC	K-Adult	Psychologist	Psychological Corp	www.psychcorp.com	
Observation Scales Category					
GATES		Admin. By Teacher	Publisher	Web Site	
Gifted & Talented Evaluation Scales		Teacher	Prufrock Press	www.sciflock.com	Looks at gifted behaviors
Kingore Observation Scale	PK - 3	Teacher			Visual and Performing Arts
Kranz Talent Identification Instrument	MS-HS	Teacher			Each academic area
Purdue Rating Scales	K-8	Teacher			Looks at gifted behaviors
Renzulli/Hartman Scale, revised		Teacher			
SAGES		Teacher	Prufrock Press	www.sciflock.com	Individual Aptitude
SRBC##			Creative Learning Press	www.creativelearningpress.com	Academic
SRBC##					Creativity
SRBC##					Visual and Performing Arts
SRBC##					Leadership
SRBC##					Looks at gifted behaviors
TAB#	K-5	Teacher	Mary Fraser, U of Georgia, Athens		
Creativity Category					
Torrance Tests of Creativity	K-Adult	Teacher	Scholastic Testing Service	www.scholastic.com	hard to score, costly to send in

January, 2007

Office of Public Instruction

Gifted and Talented State Grant Program

The Gifted and Talented State Grant program provides supplemental support for gifted and talented services in public schools. Currently 6% or 8,686 of Montana's 145,416 students have been identified as gifted and talented. Since 1996, the biennial appropriation has been \$300,000. All Montana school districts are eligible to apply for funds, which are then distributed among successful applicants.

Functions of the program include:

Evaluates annually approximately 100 applications from school districts for Gifted and Talented grants, distributing funds and monitoring schools awarded

Hosts training for teachers and administrators in using the best education practice for meeting state standards for Gifted and Talented Programs

Conducts site visits to school districts to assist schools in ways to best serve our gifted and talented students

Collects information on the numbers of Montana students identified as gifted and talented at every grade level to better serve students

Works cooperatively with the Montana Association of Gifted and Talented Education (AGATE) to maximize limited resources available for gifted and talented programs

Bright vs. Gifted

BRIGHT CHILD	GIFTED LEARNER
<p>Knows the answers. Is interested. Is attentive. Has good ideas. Works hard. Answers the questions. Top group. Listens with interest. Learns with ease. 6-8 repetitions for mastery. Understands ideas. Enjoys peers. Grasps the Meaning. Completes assignments. Is receptive. Copies accurately. Enjoys school. absorbs information. Technician. Good memorizer. Enjoys straightforward, sequential presentation. Is alert. Is pleased with own learning.</p>	<p>Asks the questions. Is highly curious. Is mentally and physically involved. Has wild, silly ideas. Plays around, yet tests well. Discusses in detail, elaborates. Beyond the group. Shows strong feelings and opinions. Already knows 1-2 repetitions for mastery. Constructs abstractions. Prefers adults. Draws inferences. Initiates projects. Is intense. Creates a new design. Enjoys learning. Manipulates information. Inventor. Good guesser. Thrives on complexity. Is keenly observant. Is highly self-critical.</p>

Common Myths About Gifted Students

- Gifted students are a homogeneous group, all high achievers.
- Gifted students do not need help. If they are really gifted, they can manage on their own.
- Gifted students have fewer problems than others because their intelligence and abilities somehow exempt them from the hassles of daily life.
- The future of a gifted student is assured: a world of opportunities lies before the student.
- Gifted students are goal-directed; they know where they are heading.
- The social and emotional development of the gifted student is at the same level as his or her intellectual development.
- Gifted students are nerds and social isolates.
- The primary value of the gifted student lies in his or her brain power.
- The gifted student's family always prizes his or her abilities.
- Gifted students need to serve as examples to others and they should always assume extra responsibility.

Characteristics of the Gifted and Talented

Mary Frasier, University of Georgia

Characteristic	General Description	How It May Look
HUMOR Conveys and picks up on humor well	Ability to synthesize key ideas or problems in complex situations in a humorous way. Exceptional sense of timing in words and gestures.	Keen sense of humor which may be gentle or hostile. Large accumulation of information about emotions. Capacity for seeing unusual relationships. Unusual emotional depth. Openness to experiences. Sensory awareness.
IMAGINATION/ CREATIVITY Produces many ideas; highly original	Process of forming mental images of objects, qualities, situations or relationships which aren't immediately apparent to the senses. Problem-solving through untraditional patterns of thinking.	Shows exceptional ingenuity in using everyday materials. Is keenly observant. Has wild, seemingly silly ideas. Produces ideas fluently/flexibly. Highly curious.
INQUIRY Questions, experiments, explores	Method of process of seeking knowledge, understanding, or information.	Asks unusual questions for age. Plays around with ideas. Extensive exploratory behaviors directed toward eliciting information about materials, devices, or situations.
INSIGHT Quickly grasps new concepts and makes connections; senses deeper meanings	Sudden discovery of the correct solution following incorrect attempts based primarily on trial and error.	Exceptional ability to draw inferences. Appears to be a good guesser. Is keenly observant. Heightened capacity for seeing unusual and diverse relationships, integration of ideas and disciplines.
REASONING Logical approaches to figuring out solutions	Highly conscious, directed, controlled, active, intentional, forward-looking, goal-oriented thought.	Ability to make generalizations and use metaphors and analogies. Can think things through in a logical manner. Critical thinker. Ability to think things through and come up with a plausible answer.

PROBLEM-SOLVING Effective (often inventive) strategies for recognizing and solving problems ABILITY	Process of determining a correct sequence of alternatives leading to a desired goal or to successful completion or performance of a task.	Unusual ability to devise or adopt a systematic strategy for solving problems and to change the strategy if it is not working. Creates new designs. Inventor/Innovator.
MOTIVATION Evidence of desire to learn	Forces which initiate direct, etc. which have special worth or significance and are given special attention.	Persistence in pursuing/completing self-selected tasks. Enthusiastic learner. Has aspirations to be somebody, do something.
INTERESTS Intense, sometimes unusual, interests	Activities, avocations, objects, etc. which have special worth or significance and are given special attention.	Unusual or advanced interests in a topic or activity. Self-starter. Pursues an activity unceasingly. Beyond the group.
COMMUNICATION SKILLS Highly expressive (with words, with numbers, with symbols)	Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, numbers).	Unusual ability to communicate (verbally, non verbally, physically, artistically, symbolically). Uses particularly apt examples, illustrations or elaboration.
MEMORY Large storehouse of information	Exceptional ability to retain and retrieve information	Already knows. 1-2 repetitions for mastery. Has a wealth of information about school or non-school topics. Pays attention to details. Manipulates information.

CHARACTERISTICS OF INTELLECTUALLY GIFTED CHILDREN

General Behavioral Characteristics

- Many typically learn to read earlier with a better comprehension of the nuances of the language. As many as half of the gifted and talented population have learned to read before entering school. They often read widely, quickly, intensely and have large vocabularies.
- They commonly learn basic skills better, more quickly, and with less practice.
- They are frequently able to pick up and interpret non-verbal cues and can draw inferences which other children have to have spelled out for them.
- They take less for granted, seeing the "hows" and "whys."
- They display a better ability to work independently at an earlier age and for longer periods of time than other children.
- They can sustain longer periods of concentration and attention.
- Their interests are often both wildly eclectic and intensely focused.
- They frequently have seemingly boundless energy, which sometimes leads to misdiagnosis of "hyperactive."
- They are usually able to respond and relate well to parents, teachers, and other adults. They may prefer the company of older children and adults to that of their peers.
- They are willing to examine the unusual and are highly inquisitive.
- Their behavior is often well organized, goal directed, and efficient with respect to tasks and problems.
- They display an intrinsic motivation to learn, find out, or explore and are often very persistent. "I'd rather do it myself" is a common attitude.
- They enjoy learning new things and new ways of doing things.

Learning Characteristics

- They may show keen powers of observation, exhibit a sense of the significant, and have an eye for important details.
- They may read a great deal on their own, preferring books and magazines for youngsters older than themselves.
- They often take great pleasure in intellectual activity.
- They have well developed powers of abstraction, conceptualization and synthesizing abilities.
- They generally have rapid insight into cause-effect relationships.
- They often display a questioning attitude and seek information for the sake of having it as much as for instrumental value.

- They are often skeptical, critical, and evaluative. They are quick to spot inconsistencies.
- They often have a large storehouse of information regarding a variety of topics which they can recall quickly.
- They show a ready grasp of underlying principles and can often make valid generalizations about events, people, or objects.
- They readily perceive similarities, differences, and anomalies.
- They often attack complicated material by separating it into components and analyzing it systematically.

Creative Characteristics

- They are fluent thinkers, able to produce a large quantity of possibilities, consequences, or related ideas.
- They are flexible thinkers, able to use many different alternatives and approaches to problem solving.
- They are original thinkers, seeking new, unusual, or unconventional associations and combinations among items of information. They also have the ability to see relationships among seemingly unrelated objects, ideas or facts.
- They are elaborative thinkers, producing new steps, ideas, responses or other embellishments to a basic idea, situation, or problem.
- They show a willingness to entertain complexity and seem to thrive in problem situations.
- They are good guessers and can construct hypotheses or "what if" questions readily.
- They are often aware of their own impulsiveness and the irrationality within themselves and show emotional sensitivity.
- They have a high level of curiosity about objects, ideas, situations, or events.
- They often display intellectual playfulness, fantasize, and imagine readily.
- They can be less intellectually inhibited than their peers in expressing opinions and ideas and often exhibit spirited disagreement.
- They have a sensitivity to beauty and are attracted to aesthetic dimensions.

__ from ERIC Digest, revised by J. R. Whitmore, The Council for Exceptional Children

Behaviors Seen in Gifted and Talented Children

Characteristics	Positive Behaviors	Negative Behaviors
Learns rapidly and easily	Memorizes and masters basic facts quickly	Gets bored easily, resists drill, disturbs others, daydreams
Reads intensively	Reads many books and uses library on own	Neglects other responsibilities
Advanced vocabulary	Communicates ideas well	Shows off, invokes peer resentment
Retains a quantity of information	Ready recall and responses	Monopolizes discussions
Long attention span	Sticks with a task or project	Resists class routine, dislikes interruptions
Curious, has a variety of interests	Asks questions, gets excited about ideas	Goes on tangents, no follow-through
Works independently	Creates and invents beyond assigned tasks	Refuses to work with others
Alert and observant	Recognizes problems	Impolitely corrects adults
Has a good sense of humor	Able to laugh at self	Plays cruel jokes or tricks on others
Comprehends, recognizes relationships	Able to solve social problems alone	Interferes in the affairs of others
High academic achievement	Does school work well	Braggs, egotistical, impatient with others
Fluent, verbal facility	Forceful with words, numbers; leads peers in a positive way	Leads others into negative behaviors
Individualistic; challenges ideas	Asserts self and ideas, has sense of own uniqueness	Has few friends, non-conforming, stubborn in beliefs
Self-motivated, self-sufficient	Requires minimum teacher direction or help	Is overly aggressive, challenges authority

Characteristics of the GIFTED UNDERACHIEVER

The most common characteristics and patterns of **underachievement** include:

- a very high IQ
- poor work habits
- a seeming inability to concentrate
- lack of effort in tasks
- an intense interest in one particular area
- frequently unfinished work
- low self esteem
- demonstrations of emotional frustration
- negative attitudes towards self and peers
- a skill deficit in at least one subject area
- inattentiveness to task at hand
- failure to respond to motivation by usual teacher techniques

Because of continual failures in some areas, underachieving gifted students tend to exhibit either of two basic behavior patterns: **aggressive** or **withdrawn**.

The features of the **aggressive** behavior pattern are:

- Stubborn refusal to comply with requests
- attention seeking
- disruption of others
- continual rejection of set work
- absence of self-direction in decision making
- continual alienation of peers

The features of **withdrawal** behavior pattern are:

- lack of communication
- fantasy world

- working alone
- little in-class work undertaken
- little attempt made to justify behavior

Factors Influencing Underachievement

It is important to determine the causes of underachievement in order to alleviate the problem.

- medical
- physical
- perfectionism
- a desire to fit in
- emotional status (grief, separation)
- low self esteem
- pressure to conform
- perceptions of peers towards the individual
- expectations (of self and others)
- a feeling of powerlessness
- lack of autonomy

Some Useful Strategies

developing control of learning

- realistic goal setting
- appropriate classroom environments

providing an opportunity to perform

- by increased stimulation and complexity
- by meta-cognitive training

encouraging positive relationships

- faster risk taking
- co-operation and collaboration is encouraged

Gifted Children With Learning Disabilities

Linda Silverman, PhD.

Signs of Giftedness

- ☐ excellent long-term memory
- ☐ extensive vocabulary
- ☐ excels in reading comprehension
- ☐ excels in mathematical reasoning
- ☐ advanced verbal skills in discussions
- ☐ facile with computers
- ☐ grasps abstract concepts
- ☐ performs better with more challenging work
- ☐ thrives on complexity
- ☐ highly creative, imaginative
- ☐ reasons well
- ☐ is a keen observer
- ☐ may have acute hearing
- ☐ has very interesting ideas
- ☐ extremely curious; asks many questions
- ☐ has high degree of energy
- ☐ perceptive and insightful (seems "wise")
- ☐ excellent sense of humor
- ☐ may excel at art, science, geometry, mechanics, technology, or music

Signs of Learning Disabilities

- ☐ poor short-term memory
- ☐ speaking vocabulary more sophisticated than written vocabulary
- ☐ struggles with decoding words
- ☐ does poorly at computation
- ☐ refuses to do written work
- ☐ handwriting is illegible
- ☐ has great difficulty with spelling and phonics
- ☐ struggles with easy, sequential material
- ☐ difficulty with rote memorization
- ☐ often inattentive in class
- ☐ emotions can overpower reasoning
- ☐ poor auditory memory
- ☐ poor listening skills
- ☐ weak in language mechanics, such as grammar, punctuation, capitalization, etc.
- ☐ may be unable to learn unless interested
- ☐ performs poorly on timed tests
- ☐ hopelessly disorganized
- ☐ finds clever ways to avoid weak areas
- ☐ may fail at foreign languages and subjects emphasizing audition, sequencing, memory

St. Regis School District #1 - Gifted & Talented Identification Process

Phase 1: Initial Screening

1. All Third Grade students are given the Otis-Lennon School Ability test.
2. Permission to test
3. Achievement Test Results
4. Teacher referral
5. Expert Referral
6. Peer Nomination
7. Parent Nomination

Phase 2: Screening Process

1. Automatic Entry to this phase for those students scoring 130 or better on Otis-Lennon School Ability Test
2. Consideration of achievement test scores at or above the 95th percentile in one or more areas tested
3. Teacher Nomination Form
4. Expert Referral
5. Peer Nomination
6. Parent Nomination
7. K-Bit Test Given

Phase 3: Final Identification

1. K-Bit Test results
2. All obtained student information, documented opinions from recognized experts, achievement test scores, nomination forms will be evaluated.
3. Criteria for admittance to the Gifted Program:
 - a. Scores at or above 98th percentile on individually administered IQ tests (standard score of 130 and above on the K-Bit or WISC-III)
 - b. Permission to participate in the program form.
 - c. Individualized plan developed
 - d. All Parents contacted and screening results shared
 - e. Scores at or above 95th percentile in majority of achievement areas
 - f. Results confirming demonstrated creativity
 - g. Documented results based on observations of parents and school personnel.

Checklist of learning and behavioral characteristics common to gifted and talented students

Learning:

- is a rapid learner, who understands advanced topics easily;
- shows insight and fantasizes about cause-effect relationships;
- persists in completing tasks;
- sees the problem quickly and takes the initiative;
- learns basic skills quickly and with little practice;
- is reluctant to practice skills already mastered, finding such practice futile;
- follows complex directions easily;
- constructs and handles high levels of abstraction;
- can cope with more than one idea at a time.;
- has strong critical thinking skills and is self-critical;
- has surprising perception and deep insight;
- is a keen and alert observer, notes detail and is quick to see similarities and differences;

- ☐ displays intellectual and physical restlessness; once encouraged, is seldom a passive learner;

- ☐ has a remarkable range of general (or specialized) knowledge in one or more areas;

- ☐ possesses extensive general knowledge (often knows more than the teacher) and finds classroom books superficial;

- ☐ explores wide-ranging and special interests, frequently at great depth;

- ☐ has quick mastery and recall of information, seems to need no revision and is impatient with repetition;

- ☐ learns to read early and retains what is read; can recall in detail;

- ☐ has advanced understanding and use of language, but sometimes hesitates as the correct word is searched for and then used;

- ☐ sees greater significance in a story or film and continues the story;

- ☐ demonstrates a richness of imagery in informal language and brainstorming;

- ☐ can ask unusual (even awkward) questions or make unusual contributions to class discussions;

- ☐ asks many provocative, searching questions which tend to be unlike those asked by other students of the same age;

- ☐ has exceptional curiosity and constantly wants to know the reasons why;

☐ displays intellectual playfulness; fantasizes and imagines; is quick to see connections and manipulate ideas;

☐ often sees unusual, rather than conventional, relationships;

☐ can produce original and imaginative work, even if defective in technical accuracy (e.g. poor spelling and/or handwriting);

☐ wants to debate topics at greater depth;

☐ mental speed is faster than writing ability, so is often reluctant to write at length;

☐ prefers to talk rather than write and talks at speed with fluency and expression;

Behavioral:

☐ sets very high personal standards and is a perfectionist;

☐ is success-oriented and hesitates to try something where failure is a possibility;
☐111111111111111111

☐ demonstrates a sense of humor and loves incongruities, puns and pranks;

☐ may be behind peers in manual dexterity, which can be a source of frustration;

☐ can have a negative self-concept and suffer from poor social acceptance by age peers;

☐ daydreams and seems lost in another world;

☐ listens to only part of the explanation and sometimes appears to lack concentration, but always knows what is going on - when questioned usually knows the answer;

St. Regis School District #1 - **CONFIDENTIAL**
 Gifted and Talented Referral Form

Students Name: _____

Grade: _____ Homeroom Teacher: _____

Referred By: _____ Position: _____ Date: _____

Reason for Referral: (Give brief description)

Please Check All That Apply: Does the student

Ask a lot of questions?	Show fascination with one field of interest?
Show a lot of interest in progress?	Enjoy meeting or talking with experts in this field?
Have a lot of information on many things?	Get math answers correct, but finds it difficult to tell you how?
Want to know why or how something is so?	Enjoy graphing everything? Seem obsessed with probabilities?
Become unusually upset at injustices?	Invent new obscure systems and codes?
Seem interested and concerned about social or political problems?	Try to do things in different, unusual, imaginative ways?
Often have a better reason than you do for not doing what you want done?	Have a really zany sense of humor?
Refuse to drill on spelling, math facts, flash cards or handwriting?	Enjoy new routines or spontaneous activities?
Criticize others for dumb ideas?	Love variety and novelty?
Become impatient if work is not "perfect"?	Create problems with no apparent solutions and enjoys asking you to solve them?
Seem to be a loner?	Love controversial and unusual questions?
Seem bored and often have nothing to do?	Have a vivid imagination?
Complete only part of an assignment or project and then take off in a new direction?	Seem never to proceed sequentially?
Stick to a subject long after the class has gone on to other things?	Organize and lead group activities? Sometimes take over?
Seem restless, out of seat often?	Enjoy taking risks?
Daydreams?	Seem cocky, self-assured?
Seem to understand easily?	Enjoy decision making? Stay with that decision?
Like solving problems and puzzles?	Synthesize ideas and information from a lot of different sources?
Have his or her own idea about how something should be done? And stay with it?	Seem to pick up skills in the arts - music, drama, dance, painting, etc. - without instruction?
Talk a lot?	Invent new techniques? Experiment?
Love metaphors and abstract ideas?	See minute detail in products or performances?
Love debating issues?	Have high sensory sensitivity?
Show unusual ability in some area?	

PLEASE use the back of this form for any additional comments.

Parent Permission to Test

Date _____

To the Parents of XXXX,

Your child has been referred for the St. Regis Gifted and Talented Program. This program was created to meet the needs of the academically and creatively gifted students in our district. One component of the selection process is the K-Bit Test that is administered by our school personnel.

Your written permission is required before testing. Please return this form as soon as possible and feel free to call me at school if you have any questions or if you would like a conference.

Sincerely,

Kern Wilson
Gifted and Talented Coordinator

_____ Permission is given for _____ to be included in the testing process.

_____ Permission is denied.

Date _____

Signature _____

Relationship to Child _____

Home Phone _____ Work Phone _____

Parent Conference Scheduling

Date

To the parents of XXX,

The results of your child's evaluation for admittance into the Gifted and Talented Program have been reviewed and we would like to schedule a conference with you to share the results. Please call me at School at your earliest convenience to schedule a conference time. We are looking forward to meeting with you.

Thank you,

Kern Wilson
Gifted and Talented Coordinator

St. Regis Gifted and Talented Student Goals

Date: _____

Student's Name: _____

School Year: _____

First Quarter Goals	Accomplished
Second Quarter Goals	Accomplished
Third Quarter Goals	Accomplished
Fourth Quarter Goals	Accomplished

Date:

To:

From:

Re:

Thank you taking the time to refer XXXXXX for the St. Regis Gifted and Talented Program. This referral is being processed and a determination will be made at the next Gifted and Talented Committee meeting.

Thank you,

Kern Wilson
G/T Coordinator

Gifted and Talented Resources

Internet:

University of Connecticut

The National Research Center on the Gifted and Talented (NRC/GT)

<http://www.gifted.uconn.edu/NRCGT.html>

National Association for Gifted Children

<http://www.nagc.org/>

ERIC – Education Resources Information Center

<http://www.eric.ed.gov/>

National Society for the Gifted and Talented

<http://www.nsgt.org/>

Great Potential Press, Inc.

<http://www.giftedbooks.com>

NEA Gifted and Talented Web Resources

<http://www.nea.org/webresources/giftedlinks.html>

Northern Kentucky University

Resources for Parents, Teachers and Gifted, Talented, Creative and Promising Mathematics Students

<http://www.nku.edu/~mathed/gifted.html>

Wisconsin Department of Public Instruction

<http://dpi.wi.gov/cal/gift-rsrc.html>

High Ability Education

Indiana Department of Education

<http://www.doe.state.in.us/exceptional/gt/websites.html>