# An Early Childhood Assessment Tool to Identify Young Gifted Children rev. 2018

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The following information is a research-based tool to identify young gifted children in 10 areas to assess preschool and Kindergarten students. These areas are not mutually exclusive; some information may overlap, and some students will fall into multiple categories. Students only need to have one descriptor, though, to be considered gifted. This tool is based on 10 Descriptors of high Potentiality. Activities and prompts for each descriptor are designed to support identification of students including diverse learners, ESL/ELL students, and children in poverty. See *Optimal use of the Early Identification Tool*, page 9, for information regarding data collection suggestions.

# 10 Descriptors of High Potentiality in Young Children

- 1. Asynchronous development and/or self-critical behaviors
- 2. Early use of advanced vocabulary, complexity, and humor
- 3. Early literacy skills; interest in symbols
- 4. Excellent memory; retention from varied sources
- 5. Keen observation; curiosity and inquisitiveness
- 6. Intense interests in specific topics; concentration; perseverance; enjoys tinkering
- 7. Strong critical thinking skills; organizational skills
- 8. Creativity; imaginative capacity
- 9. Ability to understand complex concepts; thinks abstractly
- 10. Early demonstration of talents in music, art, athletics, or the performing arts

(Betts & Neihart, 2010; Dabrowski & Piechowski, 1977; Gadzikowski, 2013; Kingore, 2001; National Kindergarten Alliance, 2014; Rogers, 2002; Ruf, 2009; Sayler, 1992; Slocumb & Payne, 2000; Teaching Strategies Gold-Assessments, 2014).

	DESCRIPTORS	EXPLANATIONS and ACTIVITIES	OBSERVATION - ASSESSMENT OPPORTUNITIES		
#1	Asynchronous	Description: Asynchrony means uneven development; being out-	Asynchronous behaviors in all cultures exist. Some cultures may view		
	development	of-sync within oneself or age mates and the expectations of the classroom, having heightened	"overexcitabilities" as being "naughty" especially in a collectivist culture		
	and/or	emotions and awareness, known as "overexcitabilities", and being vulnerable, due	(Cherry, 2014) where goals of the group exceed goals of the individual.		
	Self-critical	developmental and psychological differences from the norm. May exhibit skills or maturity			
	behaviors	usually associated with older children; is sensitive to others' feelings and shows distress at	Look for evidence of <b>social emotional imbalance</b> such as kids who		
		other children's or adult distress. Reads body language. High need for fairness.	clearly know behavioral expectations but struggle with self-discipline and		
		Perfectionistic, hard on themselves, easily frustrated and critical of self and others.	self-regulatory management.		

	Intentional Activities for Descriptor #1	Teacher or Parental Anecdotal Observations of prior experiences.  Conversation Prompt: Ask: "What is something you do really, really well? Tell me something you are nervous about trying or are trying to be better at?"	Know that gifted kids have 3 different age levels: cognitive, emotional, and chronological date of birth (Silverman). For example, notice when there is a disconnect between emotional maturity or fine motor skills in comparison to verbal precocity, language skills, and cognition.
		Research application: Study Betts and Neihart (2010) Six Profiles of Gifted & Talented©. Does the child fit in one or more of the categories: The Successful, The Creative, The Underground, The At-Risk, The Twice/Multi Exceptional, The Autonomous Learner. See research on 5 descriptors of "overexcitabilities" in gifted children (see SENG site).	Look for tendencies and traits of perfectionism
#2	Early use of advanced vocabulary, complexity, and humor	Description: Correctly or creatively uses vocabulary and phrasings adults would expect from older children; surprises adults and children with use of big words or phrases; likes complex communication and conversations.  Understands and makes jokes, puns, plays on words, sees humor in situations. Surprises adults!	Look for and/or develop opportunities where child can: Tell about another time or place. Comprehends Language: Uses language to express thoughts and needs above and beyond what is typical for age Listens to and understands increasingly complex language
		Under-Resourced, Diverse Learners, ELL/ESL Students  Some children may use native language or mix with English to express deep emotion, feelings, or humor. Some children may tell stories in their native language. Respect oral story telling as a format for communication. Use wordless picture books with this population.	Encourage growth in this area: Play games/read stories that use advanced vocabulary, complex statements, humor, or include elaborate details not typically used with children of this age.
	Intentional Activities for Descriptor #2	Teacher or Parental Anecdotal Observations of prior experiences.  Puppet Prompt with kids: Using puppets to encourage play through a 1:1 or small group conversation (e.g., families).	<b>Using imagination,</b> ask students to tell an elaborate story of what they may not have experienced.
		<b>Story Prompt with kids</b> : Using a picture book, child selects one book and tells a story with elaborate details that relate to the picture. E.g. <i>Where the Wild Things Are</i> by Maurice Sendak (1964); <i>The Lion and the Mouse</i> by Jerry Pinkney (2009); <i>Pancakes for Breakfast</i> by Tomie de Paola (2011).	
#3	Early literacy skills; interest in symbols	<b>Description:</b> Reads earlier than most children or learns to read very quickly; likes to read rapidly to get the gist of a story even though some words are skipped or mispronounced; interest in copying or using letters, words, or numbers; uses computational skills earlier than peers, uses numbers and other math symbols, recognizes the alphabet and other universal symbols such as signs, numeric, musical notation. Loves patterning and counting activities. Fascination with money-coins or currency.	Look for and/or develop opportunities where child can: Uses symbols and images to represent something not present Thinks symbolically Explores and describes spatial relationships and shapes Understands spatial relationships
	Intentional Activities for Descriptor #3	Teacher or Parental Anecdotal Observations of prior experiences:  Multi-grain Cheerios© Prompt with kids: Spread Cheerios out on a big cookie tray. Ask how many ways they can organize the Cheerios into patterns.  Provide Tangrams: Ask kids to make a picture using tangram shapes and to tell about it.	Encourage growth in this area: Encourage development and use of own or known symbols to express literacy or numeracy. Ask questions to encourage communication regarding symbol meaning.

#4	Excellent memory; retention from varied sources	Description: Good short and long-term memory; quick to provide facts, details, or stories related to complex events; learns quickly and recalls accurately words to songs, poems, stories or conversations; points out connections between ideas and events. Problem solves, develops and/or describes own multistep directions  Under-Resourced, Diverse Learners, ELL/ESL Students  Might prefer to use dialect or first language and uses word or phrases that respective of home culture. Encourage story-telling, sharing aloud, tell directions or steps.	Look for and/or develop opportunities where child can: Listen to and understands increasingly complex language Follows directions Remember and connect experiences and/or make connections Recognize and recall  Encourage growth in this area: Provide opportunities for high level problem solving. Encourage development and/or description of own multistep directions.
	Intentional Activities for Descriptor #4	Teacher or Parental Anecdotal Observations of prior experiences.  Memory Prompt with kids: What is one of your earliest memoriesfrom when you were really little? Can share it with friends, toys, act it out in a spontaneous playtime.  Memory Game© with Kids: Play Memory© card game with kids. No more than two people. Follow game directions. There are various versions of this game.	
#5	Keen observation; curiosity and inquisitiveness	Description: Asks questions incessantly especially once imagination has been aroused, pays close attention when learning, has enthusiastic need to know and explore, remembers things in great detail. Loves to collect things.  Student is fascinated with a topic or activity. May refuse to transition to the next activity. Wants depth, time to explore, more information or resources. May need or demand teacher attention on a topic  Under-Resourced, Diverse Learners, ELL/ESL Students  Be aware that this behavior might not be considered appropriate in all cultures e.g.,	Look for and/or develop opportunities where child can: Demonstrate positive approaches to learning Show curiosity and motivation Show flexibility and inventiveness in thinking  Encourage growth in this area: Allow prolonged center/learning time to encourage in-depth study and exploration on topic of interest. Warn students of transition changes ahead of time (possibly using timers) and let child know that they will be able to return to this area/topic.
	Intentional Activities for Descriptor #3	Teacher or Parental Anecdotal Observations of prior experiences.  Observation Prompt with kids: Who can tell me what you see on the playground? Listen to what they say. Does the child persist on an aspect of the playground, such as the bugs? Preoccupation with ants for example.  Observation Prompt with kids: Ask kids to play school with other children using dolls or stuffed animals;  Listening Prompt with kids: Ask kids to explain their ideas to adults particularly a topic they are excited about.	
#6	Intense interests in specific topics; concentration; perseverance; enjoys tinkering	Description: Spends long periods of time exploring interesting new things; likes to tinker with ideas, toys, manipulatives; might like to build new structures.  Child is intensely interested in specific topics, especially in topics not included in the planned curriculum. May be fascinated by tools, machines, things that have working parts. Loves to tinker.  Listens for long periods of time to stories and conversations; may sit patiently when reading or listening to books. Entertains self for long periods of time.	Look for and/or develop opportunities where child can: Demonstrate positive approaches to learning Attend; Engage; Persist

	Intentional Activities for Descriptor #6	<b>ELL/ESL Students</b> May use their native language. <b>Teacher or Parental Anecdotal Observations of prior experiences:</b> For example, does the child show particular fascination with bugs or nature? <b>iPad© Prompt with kids:</b> Give kids an iPad© with various interactive apps. SEE list. Observe attention span, "moving" applications from one platform to another. Observe individuals or small groups sustain attention with various applications. (e.g. students who download their own videos or photos into a Blog or use creative apps). <b>Tinkering Task with kids:</b> Provide non-working hand appliances to examine, take apart and reassemble. <b>Conversation Prompt with kids:</b> Ask the child: "If you could do ANYTHING you wanted to do today, what would it be?" <b>Animal Prompt with kids:</b> Show book of animals. Flip through pages together. Listen to what they know about any of these animals?	Encourage growth in this area: Find student's area of interest or expertise (ask parents) and let them share with you individually. Possibly use photos, video, or record for translation purposes. Allow prolonged center/learning time to encourage in-depth study and exploration on topic of interest. Warn students of transition changes ahead of time (possibly using timers) and let child know that they will be able to return to this area/topic.  iPad Apps suggestions from 5 year-old: Flow; Clifford; PBS Kids; Super WHY; Angry Birds; DoodleDandy; Cars Match; Toy Story; Thomas the Tank Engine; Planes; Bob the Builder; Heroes of the City; Build a Truck; ChatterPixKids.
#7	Strong critical thinking skills; organizational skills Intentional Activities for Descriptor #7	Description: Thinks in a nonlinear, open-ended, complex way; provides multiple responses and perspectives, unspecified answers. Engages in independent inquiry.  Naturally organizes own belongings. May organize by size, color, collection type or other.  Can explain arrangement and why.  Teacher or Parental Anecdotal Observations of prior experiences: For example, how they organize their room, their desk, toys, etc.  Organization Prompt with Kids: Provide manipulatives such as Legos, blocks, marbles, assorted buttons, match box cars, etc.  Watch how they categorize objects and ask child to explain their categorization.  Design Prompt with Kids: Ask kids to design a new play area (or other idea). See how they arrange things differently and ask them why.  Dimensional Block Puzzle with Kids: Using puzzle block with 16 pieces with 6 different pictures, allow child to work at putting the pieces together to make pictures.  Deck of Cards Prompt with kids: Use a "kids" deck of cards. Give the deck to a small group of kids or an individual and ask them to make up "rules" for a new game  Set© Game Prompt with kids: Play Set© card game with 2-4 people. Follow game directions or make up your own directions or outcomes of the game. Variations include color,	Look for and/or develop opportunities where child can: Compare and contrast Organize in multiple ways or very specific about one way of organizing Think critically  Encourage growth in this area: Allow time and attention for students to organize manipulatives. Seek items of familiarity from child's home. Possibly use photos, video, or recordings for observation from home or school.
#8	Creativity; imaginative capacity	number, shading and shape. Observe.  Description: Makes ingenious or functional things from LEGO or other building toys; uses toys in unique or non-traditional ways; plays with or carries on conversations with imaginary friends; makes up believable endings to stories. May create, do, and/or talk about things in new or inventive ways in order to solve a problem or for pleasure.	Look for and/or develop opportunities where child can: Demonstrate positive approaches to learning Show flexibility and inventiveness in thinking. Research suggests flexibility is broader than social interactions.

	Intentional	Parental Anecdotal Observations of prior experiences: For example, do they have	Encourage growth in this area: Probe for ways that the child can exhibit
	Activities for	imaginary friends? Also ask parents for personal anecdotes.	creativity: fluency, flexibility, elaboration, and originality in creative
	Descriptor #8	Teacher Anecdotal Observations of child in play and creative experiences.	thinking capacity in language and play activities.
		Puppet Play prompt with kids: Have the child use toys such as stuffed animals, puppets	
		(one in each hand) and make up a story. Could use finger puppets or draw faces on their	Look for ways that thinking, creativity and imagination are beyond the
		fingers. Listen to personalization of behaviors and details.	norm of what is expected or typically observed in early childhood.
		<b>Prompt with "imaginary friends" with kids:</b> Ask kids to tell you all about their "imaginary	
		friends" or ask parents to share with you about the examples at home.	
		Creativity Task with kids: What could you make out of supplies (e.g., milk cartons, rubber	
		bands, plastic drinking straws, paper clips, scotch tape, toilet paper roll, etc.)	
		Kids Invent Structures with Goldieblox: See video and site	
		www.goldieblox.com	
#9	Ability to	<b>Description:</b> Exhibits play and/or organizational interests that resemble those of older	Look for and/or develop opportunities where child can:
	understand	children; likes to play board games designed for older children, more apt to be interested in	Use symbols and images to represent something not present
	complex	cooperative play, complex play situations or sophisticated play activities.	Think symbolically
	concepts; thinks	Makes connections, perceives relationships.	Show increasing ability to interpret and record ideas and thoughts and
	abstractly		to solve problems without concrete points of reference.
		ELL/ESL Students May use their native language.	Mentally manipulate information and use logical arguments with
		Ask the parents about games in their culture and in which way the child participates or	increasing regularity; needs concrete points of reference for complex
		interacts.	concepts and text; reflects on his or her work
	Intentional	Teacher or Parental Anecdotal Observations of prior experiences.	Encourage growth in this area: Engage in time and relationship
	<b>Activities for</b>	<b>Prompt with kids</b> : Can you make up a game? (any kind of game)	conversations, or other topics of interest that are not concrete in nature.
	Descriptor #9	Time or relationship prompt with kids: Can they tell a story using "time" or	,
	_	"relationships?" e.g. yesterday, tomorrow, next week? Can they figure out relationships such	
		as "who is your mother's mother?" Not many kids can say "grandma" etc.	
		<b>Time or relationship prompt with kids:</b> Can they share comments on who is sitting next to	
		whom at the dinner table. For example, daddy is ACROSS from me, Mommy is NEXT to	
		me. Ask child to use the words today, tomorrow, and yesterday in a sentence.	

# #10 Early demonstration of talents in music, art, athletics, or the performing arts

**Description:** Exhibits memory skills and keen awareness and appreciation of music, art, movement, dance, sports, or performing arts. **Music:** Demonstrates increasing competency of various components such as rhythm, phrasing, pitch (may have perfect pitch), memorizes musical lyrics and notes easily. **Art:** Moved by aesthetic qualities and experience with art elements. Loves to draw. **Athletics/Dance:** Early coordination and memory of movements, and eye-hand coordination. Body movement is natural. **Expressive arts:** Successfully assumes children's roles in plays, musicals, drawn to dramatic opportunities. May enjoy performing or developing skills.

#### Under-Resourced, Diverse Learners, ELL/ESL Students

Be mindful that culturally respected music or expressive arts may be very specific to a child's background. Ask parents about child's talents in the areas of music, art, athletics/dance, or expressive arts.

#### Intentional Activities for Descriptor #10

Teacher or Parental Anecdotal Observations of prior experiences:

**Music based prompt with kids:** Do you play an instrument? Give out a bucket of instruments (drum sticks, tambourine, marimbas, etc.). Piano keyboard? Show me ways you use these instruments. Can students match a pitch? Can students match a rhythm that you model? Can they do it back for you to replicate?

Introduce students to music related play making musical tones by filling bottles or glasses with varying levels of water.

**Arts based prompts with kids**: Ask "Show me a piece of your art work and tell me what you like about it." Can you create something else you like?

**Athletic/Dance:** Show me a movement you make when you play your favorite sport. Show me how you can dance? Use different kinds of music. Or "Who are your favorite performers why do you like them so much?"

#### Look for and/or develop opportunities where child can:

**Explore Visual Arts** 

Explore musical arts

Explore dance and movement concepts

Explore drama through actions and language

**Encourage growth in this area:** Invite opportunities for children to investigate music, movement, voice, expression, or performance in various areas from dance to drama or use of instruments.

Encourage and enjoy free choice not driven by sequenced lesson or planned activity. Have children develop own music using common household or school items.

**NOTES:** 

# Sample Observational Tool of Opportunities for Intentional Activities

Indicate which descriptors may fit each child.

Describe the intentional activity provided and the child's responses.

	Asynchronous development and/or Self-critical behaviors	Early use of advanced vocabulary, complexity, and humor	Early literacy skills; interest in symbols	Excellent memory; retention from varied sources	Keen observation; curiosity and inquisitiveness	Intense interests in specific topics; concentration perseverance; enjoys tinkering	Strong critical thinking skills; organizational skills	Creativity; imaginative capacity	Ability to understand complex concepts; thinks abstractly	Early demonstration of talents in music, art, athletics, or the performing arts
Sarah										
Simon										
Solomon										
Peter										
Henry										
Kira										
Gracie										
Isla										

**Optimal use of the Early Childhood Identification Tool:** Prompts must occur during frequent and multiple opportunities for exploration and observation. It is important to engage students in a safe interactive or play environments, not necessarily in an adult pleasing environment. The observer/teacher would ideally consult and collaborate with parents, extended family, and previous teachers or instructors for various observational data about the child. The 10 Descriptors are used to support the identification of the early childhood advanced learner. This is not a checklist, a ranking scale, or rating scale. Children do NOT need to exhibit all 10 behaviors. Any ONE of these may be an indication that the child needs a "qualitatively differentiated" classroom experience. The matrix above is a framework for data collection through anecdotal notes and observation of the student. The observer will take notes and fill in the cells with appropriate information and possible reference to pictures and video somewhat similar to Karen Rogers' Data Collector. Date the boxes for reference.

**Future Research Goals:** Increase suggestions from feedback from under-resourced, ESL/ELL, and diverse culture families. Recommendations include analysis of results comparing children to their peer groups within the identification process. Linda's current teaching role has allowed her to identify young ESL children. In her international teaching role she has found that typically her gifted ESL students have gained enough English by the end of 1st grade for a successful skip to 3rd grade. Sally continues work through NAEYC and updating research.

# evised Profiles of the Gifted & Talented

Туре	Feelings & Attitudes	Behaviors	Needs	Adult/Peer Perceptions	Identification	Home Support	School Support
The Successful	Complacent Dependent Good academic selfconcept Fear of failure Extrinsic motivation Self critical Works for the grade Unsure about the future Eager for approval Entity view of intelligence	Achieves Seeks teacher approval Avoids risks Doesn't go beyond the syllabus Accepts & conforms Chooses safe activities Gets good grades Becomes a consumer of knowledge	To be challenged To see deficiencies To take risks Assertiveness skills Creativity development Incremental view of intelligence Self knowledge Independent learning skills	Liked by teachers Admired by peers Generally liked & accepted by parents Overestimate their abilities Believe they will succeed on their own	Use many multiple criteria Grades Standardized test scores Individual IQ tests Teacher nominations Parent nominations Peer nominations	Parents need to let go Independence Freedom to make choices Risktaking experiences Allow child to be distressed Affirm child's ability to cope with challenges	Subject & grade acceleration. Needs more than AP, IB & Time for personal curriculum. Activities that push out of zone Development of independent learning skills In—Depth Studies Mentorships Cognitive Coaching TimewithIntellectual Peers
iThe Creative	Highly creative Bored & frustrated Fluctuating self—esteem Impatient & defensive Heightened sensitivity Uncertain about social roles More psychologically vulnerable Strong motivation to follow inner convictions Wants to right wrongs High tolerance for ambiguity High Energy	Expresses impulses Challenges teacher Questions rules, policies Is honest and direct Emotionally labile May have poor selfcontrol Creative expression Perseveres in areas of interest (passions) Stands up for convictions May be in conflict with peers	To be connected with others To learn tact, flexibility, self awareness and self control Support for creativity Contractual systems Less pressure to conform Interpersonal skills to affirm others Strategies to cope with potential psychological vulnerabilities	Not liked by teachers Viewed as rebellious Engaged in power struggle Creative Discipline problems Peers see them as entertaining Want to change them Don't view them as gifted Underestimate their success Want them to conform	Ask: In what ways is this child creative? Use domain specific, objective measures Focus on creative potential rather than achievement	Respect for their goals Tolerate higher levels of deviance Allow them to pursue interests (passions) Model appropriate behavior Family projects Communicate confidence in their abilities Affirm their strengths Recognize psychological vulnerability & intervene when necessary	Tolerance Reward new thinking Placement with appropriate teachers Direct & clear communication Give permission for feelings Domain specific training Allow nonconformity Mentorships Direct instruction in interpersonal skills Coach for deliberate practice
The Underground	Desire to belong socially Feel Unsure & Pressured Conflicted, Guilty & Insecure Unsure of their right to their emotions Diminished sense of self Ambivalent about achievement Internalize & personalize societal ambiguities & conflicts View some achievement behaviors as betrayal of their social group	Devalue, discount or deny talent Drops out of GT & advanced classes Rejects challenges Moves from one peer group to the next Not connected to the teacher or the class Unsure of direction	Freedom to make choices Conflicts to be made explicit Learn to code switch Gifted peer group network Support for abilities Role models who cross cultures Self understanding & acceptance An audience to listen to what they have to say (to be heard)	Viewed as leaders or unrecognized Seen as average & successful Perceived to be compliant Seen as quiet/shy Seen as unwilling to risk Viewed as resistant	Interviews Parent nominations Teacher nominations Be cautious with peer nominations Demonstrated performance Measures of creative potential Nonverbal measures of intelligence	Cultural Brokering Normalize their dissonance College & career planning Provide gifted role models Model lifelong learning Give freedom to make choices Normalize the experience Don't compare with siblings Provide cultural brokering Build multicultural appreciation	Frame the concepts as social phenomena Welcoming learning environment Provide role models Help develop support group. Open discussions about class, racism, sexism Cultural Brokering Direct instruction of social Teach the hidden curriculum. Provide college planning Discuss costs of success

Тур	Feelings & Attitudes	Behaviors	Needs	Adult/Peer Perceptions	Identification	Home Support	School Support
Ė.							
	Resentful & Angry Depressed	Creates crises and causes	Safety and structure	Adults may be angry with them	Individual IQ testing	Seek counseling for family	Don't lower expectations Diagnostic
	Reckless & Manipulative Poor self	disruptions	An "alternative" environment An	Peers are judgmental	Achievement subtests Interviews	Avoid power struggles	testing
	concept Defensive	Thrill seeking	Individualized program	Seen as troubled or irresponsible	Auditions	Involvement in	Nontraditional study skill In
	Unrealistic expectations Unaccepted	Will work for the relationship	Confrontation and	Seen as rebellious	Nonverbal measures of	extracurricular activities	depth Studies & Mentoring
The AtRisk	Resistive to authority	Intermittent attendance Pursues	accountability Alternatives	May be afraid of them May be afraid	intelligence	Assess for dangerous	G.E.D.
4	Not motivated for teacher driven	outside interests	Professional Counseling	for them	Parent nominations Teacher	behavior Keep dialogue	Academic coaching Home visits
‡	rewards	Low academic achievement May	Direction and short term goals	Adults feel powerless to help them	nominations	open	Promote resilience
e /	A subgroup is antisocial	be selfisolating				Hold accountable Minimize	Discuss secondary options
두		Often creative Criticizes self &				punishments	Aggressive advocacy
	Learned helplessness Intense	Makes connections easily	Emphasis on strengths Coping	Requires too many modifications	Measure of current classroom	Focus on strengths while	Challenge in area of strength
	frustration & anger Mood disorders	Demonstrates inconsistent work	strategies	because of accommodation	functioning	accommodating disability	priority
	Prone to discouragement Work to	Seems average or below	Skill development	Seen as "weird"	Achievement test scores	Develop will to succeed	Acceleration in area of strength
	hang on	More similar to younger students	Monitoring for additional	Underestimated for their potential	Curriculum based assessment	Recognize & affirm gifted	Accommodations for disability
Jal	Don't see themselves as successful	in some aspects of	disorders especially ADHD	Viewed as helpless	Examine performance over time	abilities Challenge in	Ask, "what will it take for to
Ϊ́ο	Poor academic self concept	social/emotional functioning	To learn to persevere	Seen as not belonging in GT	Look for pattern of declining	strength areas Provide risk-	succeed here?"
Exceptional	Don't know where to belong	May be disruptive or offtask Are	Environment that develops	Perceived as requiring a great deal	performance paired with	taking opportunities	Direct instruction in selfre
×		good problem solvers Behavior	strengths	of structure	evidence of superior ability	Assume college is a	strategies
		problems	To Learn to selfadvocate	Seen only for disability	Do not rely on IQ scatter analysis	possibility Advocate at	Give time to be with GT peers
Twice/Multi		Thinks conceptually			or test discrepancy analysis	school	Teach selfadvocacy
⋝		Enjoys novelty & complexity Is				Family Involvement Nurture	Teach SMART goal setting
Ge/		disorganized				selfcontrol	
<u> </u>		Slow in information processing				Teach how to set & reach	
_		May not be able to cope with				realistic goals	
	Selfconfident Selfaccepting	Appropriate social skills Works	More support not less Advocacy	Admired & Accepted	Demonstrated performance	Advocate for child at school	Allow development of long term
	Hold incremental view of ability	independently Set SMART goals	for new directions & increasing	Seen as capable & responsible by	Products	& in the community	integrated plan of study Remove
	Optimistic	Seek challenge Strongly self	independence Feedback about	parents	Nominations Portfolios	Provide opportunities	time & space rest Develop
<u>-</u>	Intrinsically motivated Ambitious &	directed	strengths & possibilities	Positive influences	Interviews	related to passion areas	multiple, related studies,
Ľ	excited	Follows strong areas of passion	Facilitation of continuing growth	Successful in diverse environments	Standardized Test scores Awards	Allow friends of all ages	including mentors Wide variety of
Learner	May not view academics as one o	Good selfregulators	Support for risktaking	Psychologically healthy		Remove time & space	accelerated Mentors & cultural
	their highest priorities	Stands up for convictions Resilient	Ongoing, facilitative	Positive peer relationships		restrictions for learning	broker Waive traditional school
Autonomous	Willing to fail and learn from it	A producer of knowledge	relationships Become more			Help them build a support	regulations
Ĕ	Shows tolerance and respect for	Possesses understanding &	adept at managing themselves			team Include in parent's	Stay out of their way
)uc	others	acceptance of self	A support team			passions Include in family	Help them cope with
utc						decision making Listen	psychological costs of success
Ā						Stay out of their way	

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A1 Spelling App

**Activities** 

**Angry Birds** 

**Angry Birds RIO** 

**AppMATes** 

Be BIG

**Bob the Builder** 

**Branch Line** 

Witch Saga

**Build a Truck** 

Camouflage

Cars 2

**Cars Match** 

Cartoon HD

**ChatterPix Kids\*** 

Circle Game

Clifford

**Day of Diesels** 

**Differences** 

**DoodleDandy** 

Elastic

**Flow** 

Flow Free

**Heroes of the City** 

**Humpty Dumpty** 

Look Again

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# Great iPad Apps for Young Children!

**Match Animals** 

Mathdoku +

MatrixMatch 1

**Meet Toby** 

My Tom

**Number Maze** 

**PBS Kids** 

**Pet Rescue Saga Bubble** 

**Planes** 

Power 4

Puzzle Book

Puzzle Me

**R-Tap Drums** 

Sand in a Box

**Snowplow** 

**Spencer Lite** 

**Spot the Animals 2** 

**Super WHY** 

Talking Gina

**Talking Super Car** 

**Tangram** 

The Castle

Thomas the Tank Engine

**TouchBand** 

**Toy Story** 

**UNO Social Mad Math** 

Apps from Seth Buxton, age 5