

An Early Childhood Assessment Tool to Identify Young Gifted Children

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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*, at the end of this document, 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 examining and building; 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; Gadzickowski, 2013; Kingore, 2001; National Kindergarten Alliance, 2014; Rogers, 2002; Ruf, 2009; Saylor, 1992; Sloucum & Payne, 2000; Teaching Strategies Gold-Assessments, 2014).

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

<p>Intentional Activities for Descriptor #1</p>	<p>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?"</p> <p>Research application: Study Betis and Neihart (2010) <i>Six Profiles of Gifted & Talented</i>. 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).</p>	<p>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.</p> <p>Look for tendencies and traits of perfectionism</p>
<p>#2</p> <p>Early use of advanced vocabulary, complexity, and humor</p> <p>Intentional Activities for Descriptor #2</p>	<p>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.</p> <p>Understands and makes jokes, puns, plays on words, sees humor in situations. Surprises adults!</p> <p>Under-Resourced, Diverse Learners, ELL/ESL Students</p> <p>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.</p> <p>Teacher or Parental Anecdotal Observations of prior experiences.</p> <p>Puppet Prompt with kids: Using puppets to encourage play through a 1:1 or small group conversation (e.g., families).</p> <p>Story Prompt with kids: 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).</p> <p>Conversation prompt: Encourage child to describe a situation or tell about a recent family, school, or social experience, or to make up a story. Listen for vocabulary choices.</p> <p>Conversation prompt: Encourage child to re-use a high level vocabulary word that you have heard them use. (e.g., Sarah reusing word "difficult")</p>	<p>Look for and/or develop opportunities where child can:</p> <p>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.</p> <p>Using imagination, ask students to tell an elaborate story of what they may not have experienced.</p>
<p>#3</p> <p>Early literacy skills; interest in symbols</p> <p>Intentional Activities for</p>	<p>Description: 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.</p> <p>Teacher or Parental Anecdotal Observations of prior experiences:</p> <p>Multi-grain Cheerios® Prompt with kids: Spread Cheerios out on a big cookie tray. Ask</p>	<p>Look for and/or develop opportunities where child can:</p> <p>Uses symbols and images to represent something not present</p> <p>Thinks symbolically</p> <p>Explores and describes spatial relationships and shapes</p> <p>Understands spatial relationships</p> <p>Encourage growth in this area: Encourage development and use of own or known symbols to express literacy or numeracy. Ask questions to</p>

<p>Descriptor #3</p>	<p>how many ways they can organize the Cheerios into patterns; ask students how many items are in the various patterns.</p> <p>Provide Tangrams: Ask kids to make a picture using tangram shapes and to tell about it.</p> <p>Provide opportunities for early readers to safely demonstrate their abilities: Teach children to use iPads with recording apps and encourage them to record themselves "reading" to themselves, a stuffed animal, or their imaginary friend.</p> <p>Provide opportunities for early readers to read at the level they read at home: It is not unusual for students to mask their abilities. Ask parents about books or abilities that children display at home. Celebrate with a "bring a book from home day" and ask students to read the book or part of a book to you or into a recorder of some type. (e.g., Peter with Box Car Children.) In math, provide opportunities for students to share their higher-level skills (e.g., Lincoln explaining square roots.)</p>	<p>encourage communication regarding symbol meaning.</p>
<p>#4</p> <p>Excellent memory; retention from varied sources</p> <p>Intentional Activities for Descriptor #4</p>	<p>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.</p> <p>Problem solves, develops and/or describes own multistep directions</p> <p>Under-Resourced, Diverse Learners, ELL/ESL Students</p> <p>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.</p> <p>Teacher or Parental Anecdotal Observations of prior experiences.</p> <p>Memory Prompt with kids: What is one of your earliest memories...from when you were really little? Can share it with friends, toys, act it out in a spontaneous playtime.</p> <p>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.</p> <p>Verbal Alphabet Memory Game: Develop a funny story using alphabet order. See how many alphabet segments the child can remember. Make sure to keep this fun and spontaneous.</p> <p>Memory Prompt using retelling: Ask students to retell a segment of a story. If possible, use some of the same words the author used. ((e.g., Kira retelling story.)</p>	<p>Look for and/or develop opportunities where child can:</p> <p>Listen to and understands increasingly complex language</p> <p>Follows directions</p> <p>Remember and connect experiences and/or make connections</p> <p>Recognize and recall</p> <p>Encourage growth in this area: Provide opportunities for high level problem solving. Encourage development and/or description of own multistep directions.</p>

<p>#5</p> <p>Keen observation; curiosity and inquisitiveness</p>	<p>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.</p> <p>Student is fascinated with a topic or activity. May refuse to transition to the next activity.</p> <p>Wants depth, time to explore, more information or resources. May need or demand teacher attention on a topic</p> <p>Under-Resourced, Diverse Learners, ELL/ESL Students</p> <p>Be aware that this behavior might not be considered appropriate in all cultures e.g.,</p> <p>Teacher or Parental Anecdotal Observations of prior experiences.</p> <p>Observation Prompt with kids: Who can tell me what you see on the playground? What are you watching (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.</p> <p>Observation Prompt with kids: Ask kids to play school, scientist, or other with other children using any item that will fit their imaginative need (dolls or stuffed animals). Ask kids where they might want to go to "work" and encourage them to show you how to do said work. Provide opportunities for creative imagination.</p>	<p>Look for and/or develop opportunities where child can:</p> <p>Demonstrate positive approaches to learning</p> <p>Show curiosity and motivation</p> <p>Show flexibility and inventiveness in thinking</p> <p>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.</p>
<p>#6</p> <p>Intense interests examining and building; concentration; perseverance; enjoys tinkering</p> <p>Intentional Activities for Descriptor #6</p>	<p>Description: Spends long periods of time exploring and examining how objects work or building things; likes to tinker when building/working with structures. Perseveres with ideas, toys, manipulatives; might like to build new structures.</p> <p>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.</p> <p>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</p> <p>ELL/ESL Students May use their native language.</p> <p>Teacher or Parental Anecdotal Observations of prior experiences: For example, does the child show particular fascination with bugs or nature?</p> <p>iPad® Prompt with kids: Give kids an iPad® with various interactive apps. SEE list</p> <p>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).</p> <p>Tinkering Task with kids: Provide non-working hand appliances to examine, take apart and reassemble. See www.goldieblox.com and www.tinkertopia.com</p> <p>Building Prompts with kids: Provide many materials that can be used for building and observe perseverance and creativity with the items. (See ideas from GoldieBlox video.)</p> <p>Provide opportunities for children to revisit their interests inside or out. (e.g., Jacob and his</p>	<p>Look for and/or develop opportunities where child can:</p> <p>Demonstrate positive approaches to learning</p> <p>Attend; Engage; Persist</p> <p>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.</p> <p>Pad 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; CharacterPixKids.</p>

	<p>ant house.)</p> <p>Conversation Prompt with kids: Ask the child: "If you could do ANYTHING you wanted to do today, what would it be?"</p> <p>Animal Prompt with kids: Show book of animals. Flip through pages together. Listen to what they know about any of these animals. Ask "What would you want to know about any of these animals?"</p>	
<p>#7</p> <p>Strong critical thinking skills; organizational skills</p> <p>Intentional Activities for Descriptor #7</p>	<p>Description: Thinks in a nonlinear, open-ended, complex way; provides multiple responses and perspectives, unspecified answers. Engages in independent inquiry.</p> <p>Naturally organizes own belongings. May organize by size, color, collection type or other. Can explain arrangement and why.</p> <p>Teacher or Parental Anecdotal Observations of prior experiences: For example, how they organize their room, their desk, toys, etc.</p> <p>Organization Prompt with Kids: Provide manipulatives such as Legos, blocks, marbles, assorted buttons, match box cars, etc.</p> <p>Watch how they categorize objects and ask child to explain their categorization.</p> <p>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.</p> <p>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.</p> <p>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, (as was seen with Henry making up a card game.)</p> <p>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, number, shading and shape. Observe. Ask students why the cards that they selected are a "set," as was seen in the video with Evan.</p>	<p>Look for and/or develop opportunities where child can:</p> <p>Compare and contrast</p> <p>Organize in multiple ways or very specific about one way of organizing</p> <p>Think critically</p> <p>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.</p>
<p>#8</p> <p>Creativity; imaginative capacity</p> <p>Intentional Activities for Descriptor #8</p>	<p>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.</p> <p>Parental Anecdotal Observations of prior experiences: For example, do they have imaginary friends? Also ask parents for personal anecdotes.</p> <p>Teacher Anecdotal Observations of child in play and creative experiences.</p> <p>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 fingers. Listen to personalization of behaviors and details.</p> <p>Prompt with "imaginary friends" with kids: Ask kids to tell you all about their "imaginary friends" as you saw with Gwen, or ask parents to share about friends at home.</p>	<p>Look for and/or develop opportunities where child can:</p> <p>Demonstrate positive approaches to learning</p> <p>Show flexibility and inventiveness in thinking. Research suggests flexibility is broader than social interactions.</p> <p>Encourage growth in this area: Probe for ways that the child can exhibit creativity; fluency, flexibility, elaboration, and originality in creative thinking capacity in language and play activities.</p> <p>Look for ways that thinking, creativity and imagination are beyond the norm of what is expected or typically observed in early childhood.</p>

<p>#10</p> <p>Early demonstration of talents in music, art, athletics, or the performing arts</p>	<p>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.</p> <p>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.</p> <p>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: Provide a variety of mediums for students to immerse themselves in many forms of art. Ask "Show me a piece of your art work and tell me what you like about it. What are your favorite items to work with? Can you create something else you like?" Athletic/Dance: Ask students about their sports experiences. If you have the supplies, allow them to show you and /or explain to you how to play. Possible questions, 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?"</p>	<p>Look for and/or develop opportunities where child can:</p> <ul style="list-style-type: none"> Explore Visual Arts Explore musical arts Explore dance and movement concepts Explore drama through actions and language <p>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.</p>
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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
Gracie										
Sarah										
Simon										
Peter										
Lincoln										
Jacob										
Evan										
Henry										

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 interact 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 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. There are references to children's names as featured in the powerpoint shared by the presenters, but the tool can stand alone to help identify advanced early learners.

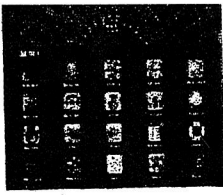
Revised Profiles of the Gifted & Talented

Type	Feelings & Attitudes	Behaviors	Needs	Adult/Peer Perceptions	Identification	Home Support	School Support
The Successful	<p>Complacent Dependent Good academic self-concept Fear of failure Extrinsic motivation Self-critical Works for the grade Unsure about the future Eager for approval Entry view of intelligence</p>	<p>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</p>	<p>To be challenged To see deficiencies To take risks Assertiveness skills Creativity development Incremental view of intelligence Self knowledge Independent learning skills</p>	<p>Liked by teachers Admired by peers Generally liked & accepted by parents Overestimate their abilities Believe they will succeed on their own</p>	<p>Use many multiple criteria Grades Standardized test scores Individual IQ tests Teacher nominations Parent nominations Peer nominations</p>	<p>Parents need to let go Independence Freedom to make choices Risk-taking experiences Allow child to be distressed Affirm child's ability to cope with challenges</p>	<p>Subject & grade acceleration Needs more than AP, Time for personal activities that push on zone Development of independent learning skills In-Depth Studies Mentorships Cognitive Coaching Time with intellectual!</p>
The Creative	<p>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</p>	<p>Expresses impulses Challenges teacher Questions rules, policies Is honest and direct Emotionally labile May have poor self-control Creative expression Perseveres in areas of interest (passions) Stands up for convictions May be in conflict with peers</p>	<p>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</p>	<p>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</p>	<p>Ask: In what ways is this child creative? Use domain specific, objective measures Focus on creative potential rather than achievement</p>	<p>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</p>	<p>Tolerance Reward new thinking Placement with appropriate teachers Direct & clear communication Give permission for domain specific training Allow nonconformity Mentorships Direct instruction in interpersonal skills Coach for deliberate practice</p>
The Underground	<p>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</p>	<p>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</p>	<p>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)</p>	<p>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</p>	<p>Interviews Parent nominations Teacher nominations Be cautious with peer nominations Demonstrated performance Measures of creative potential Nonverbal measures of intelligence</p>	<p>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</p>	<p>Frame the concepts as phenomena Welcoming learning environment Provide role models Help develop support Open discussions about racism, sexism Cultural Brokering Direct instruction of social skills Teach the hidden curriculum Provide college planning Discuss costs of success</p>

Typ	Feelings & Attitudes	Behaviors	Needs	Adult/Peer Perceptions	Identification	Home Support	School Support
The At--Risk	<p>Resentful & Angry Depressed</p> <p>Reckless & Manipulative Poor self-concept Defensive</p> <p>Unrealistic expectations Unaccepted</p> <p>Resistive to authority</p> <p>Not motivated for teacher driven rewards</p> <p>A subgroup is antisocial</p>	<p>Creates crises and causes disruptions</p> <p>Thrill seeking</p> <p>Will work for the relationship</p> <p>Intermittent attendance Pursues outside interests</p> <p>Low academic achievement May be self--isolating</p> <p>Often creative Criticizes self &</p>	<p>Safety and structure</p> <p>An "alternative" environment An Individualized program</p> <p>Confrontation and accountability</p> <p>Alternatives</p> <p>Professional Counseling Direction and short term goals</p>	<p>Adults may be angry with them</p> <p>Peers are Judgmental</p> <p>Seen as troubled or irresponsible</p> <p>Seen as rebellious</p> <p>May be afraid of them May be afraid for them</p> <p>Adults feel powerless to help them</p>	<p>Individual IQ testing Achievement subtests Interviews</p> <p>Auditions</p> <p>Nonverbal measures of intelligence</p> <p>Parent nominations Teacher nominations</p>	<p>Seek counseling for family</p> <p>Avoid power struggles Involvement in extracurricular activities</p> <p>Assess for dangerous behavior</p> <p>Keep dialogue open</p> <p>Hold accountable Minimize punishments</p> <p>Communicate confidence in ability to overcome obstacles</p>	<p>Don't lower expectations</p> <p>Diagnose testing</p> <p>Non--traditional student</p> <p>Skill In--depth Studier & Mento G.E.D.</p> <p>Academic coaching</p> <p>Home visits Promote resilience</p>
Twice/Multi Exceptional	<p>Learned helplessness Intense frustration & anger Mood disorders</p> <p>Prone to discouragement Work to hang on</p> <p>Don't see themselves as successful</p> <p>Poor academic self concept</p> <p>Don't know where to belong</p>	<p>Makes connections easily</p> <p>Demonstrates inconsistent work</p> <p>Seems average or below</p> <p>More similar to younger students</p> <p>In some aspects of social/emotional functioning</p> <p>May be disruptive or off--task Are good problem solvers Behavior problems</p> <p>Thinks conceptually</p> <p>Enjoys novelty & complexity is disorganized</p> <p>Slow in information processing</p>	<p>More support not less Advocacy for new directions & increasing independence</p> <p>Feedback about strengths & possibilities</p> <p>Facilitation of continuing growth</p> <p>Support for risk--taking</p> <p>On--going, facilitative relationships</p> <p>Become more adept at managing themselves</p> <p>A support team</p>	<p>Admired & Accepted</p> <p>Seen as capable & responsible by parents</p> <p>Positive Influences</p> <p>Successful in diverse environments</p> <p>Psychologically healthy</p> <p>Positive peer relationships</p>	<p>Demonstrated performance</p> <p>Products</p> <p>Nominations Portfolios Interviews</p> <p>Standardized Test scores Awards</p>	<p>Advocate for child at school & in the community</p> <p>Provide opportunities related to passion areas</p> <p>Allow friends of all ages</p> <p>Remove time & space restrictions for learning</p> <p>Help them build a support team</p> <p>Include in parent's passions</p> <p>Include in family decision making</p> <p>Listen</p> <p>Stay out of their way</p>	<p>Allow development</p> <p>Integrated plan</p> <p>Remove time</p> <p>Develop space rest</p> <p>Develop multiple, related studies, including mentors</p> <p>Wide variety accelerate Mentor: cultural broker</p> <p>Wa traditional school f regulations</p> <p>Stay out of their w</p>
Autonomous Learner	<p>Self--confident Self--accepting</p> <p>Hold incremental view of ability</p> <p>Optimistic</p> <p>Intrinsically motivated Ambitious & excited</p> <p>May not view academics as one of their highest priorities</p> <p>Willing to fail and learn from it</p> <p>Shows tolerance and respect for others</p>	<p>Appropriate social skills Works independently</p> <p>Set SMART goals</p> <p>Seek challenge Strongly self directed</p> <p>Follows strong areas of passion</p> <p>Good self--regulators</p> <p>Stands up for convictions Resilient</p> <p>A producer of knowledge</p> <p>Possesses understanding & acceptance of self</p>	<p>More support not less Advocacy for new directions & increasing independence</p> <p>Feedback about strengths & possibilities</p> <p>Facilitation of continuing growth</p> <p>Support for risk--taking</p> <p>On--going, facilitative relationships</p> <p>Become more adept at managing themselves</p> <p>A support team</p>	<p>Admired & Accepted</p> <p>Seen as capable & responsible by parents</p> <p>Positive Influences</p> <p>Successful in diverse environments</p> <p>Psychologically healthy</p> <p>Positive peer relationships</p>	<p>Demonstrated performance</p> <p>Products</p> <p>Nominations Portfolios Interviews</p> <p>Standardized Test scores Awards</p>	<p>Advocate for child at school & in the community</p> <p>Provide opportunities related to passion areas</p> <p>Allow friends of all ages</p> <p>Remove time & space restrictions for learning</p> <p>Help them build a support team</p> <p>Include in parent's passions</p> <p>Include in family decision making</p> <p>Listen</p> <p>Stay out of their way</p>	<p>Allow development</p> <p>Integrated plan</p> <p>Remove time</p> <p>Develop space rest</p> <p>Develop multiple, related studies, including mentors</p> <p>Wide variety accelerate Mentor: cultural broker</p> <p>Wa traditional school f regulations</p> <p>Stay out of their w</p>

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Great iPad Apps for Young Children!

A1 Spelling App
Angry Birds Friends
Angry Birds 2
Bob Hero
Bubble Kitty Rescue
Bandimal
Bubble Witch Saga
Build a Truck
Cars Match
ChatterPix Kids
Circle
CodeSpark Academy
Creature Garden
Differences
DNA Play
Draw Line: Branch
Endless Alphabet
Endless Reader
Elastic Puzzle Shape
Epic!
Flow Free
Funexpected Math!
Heroes of the City Toys
Humpty Dumpty
Jam Toys
Letter School

Match Animals
Mathdoku+
MathTango
My Talking Tom
Number Chain
PBS Kids
Puzzle Book
Puzzle Me!!
Reading Ninja
R-Tap Drums
Sago Mini World
Sand in a Box
Snowplow Simulator
Space by Tinybop
Speech Blubs
Spot It! Animal Fun
Super WHY
Talking Ginger
Talking Super Car
Tangram
Toca Kitchen Monsters
Toy Story Book
Tynker Coding Games
Wonderscope

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
Gracie										
Sarah										
Simon										
Peter										
Lincoln										
Jacob										
Evan										
Henry										
Gwen										

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.