



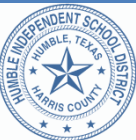
What is Gifted?

Characteristics & Identification

Mrs. Diane Sconzo, GT Coordinator

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Mrs. Lois Goudeau, Atascocita MS Teacher



Sources of GT Information in HISD

- Humble ISD GT Website
 - ▣ <http://www.humbleisd.net/Page/48458>
- Office of Advanced Academics
 - ▣ <http://www.humbleisd.net/Page/47462>
- Campus GT Contact
- Campus Counselor
- Campus Principal



What Does Gifted & Talented Mean?

- Gifted & Talented is a professional term that describes a small portion (3-5%) of the general population.
 - ▣ Individuals with abilities to perform exceedingly far and beyond their peers.
- All children have strengths, skills, talents, and abilities that will allow each to be a successful, accomplished member of society, but not all children are gifted.



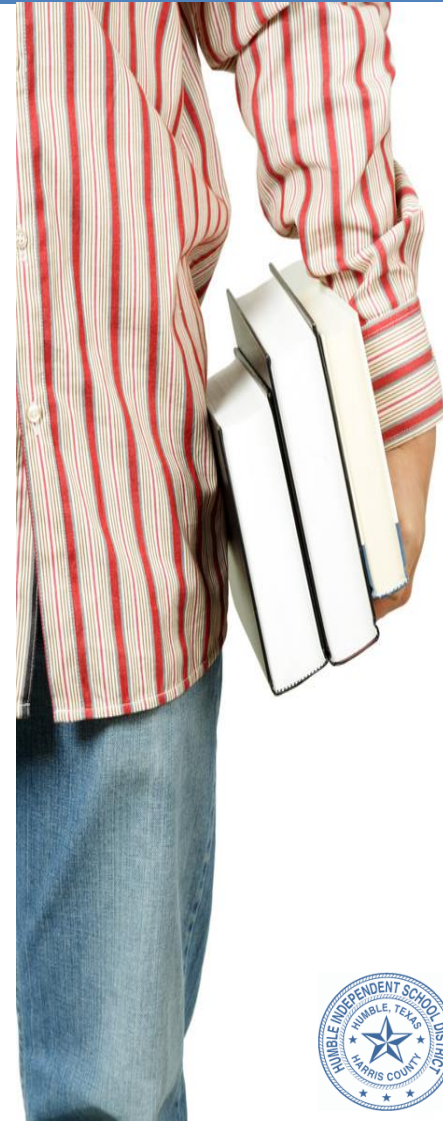
Assumptions About Gifted

- GT is **different**; it is *not* “better” or “best”
 - Special instructional services for gifted students are meant to nurture and develop innate abilities through appropriate learning opportunities.
 - Gifted students study the district’s prescribed curriculum.
 - Gifted students do not do “more work” nor do they “work harder” to achieve the same classroom grades.



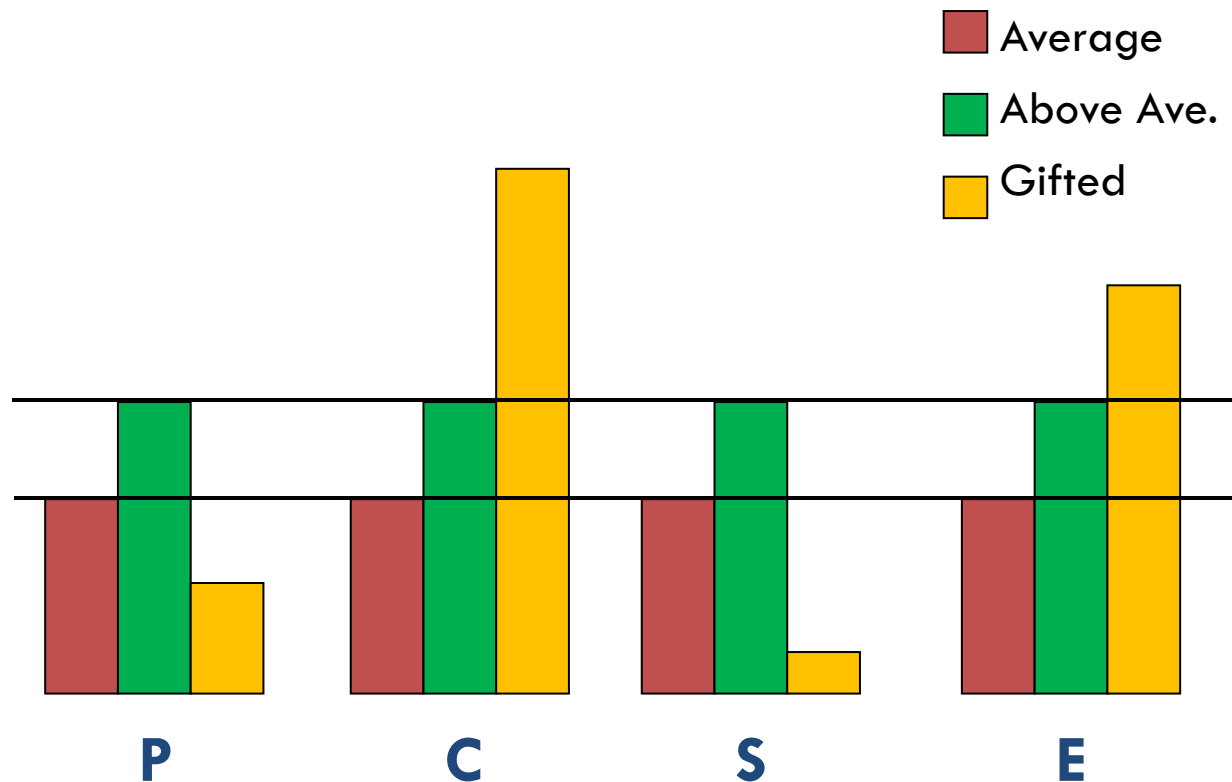
Gifted & High Achiever: What are the Differences?

- **Asynchronistic Development**
 - ▣ Developmental rates are generally even, but not so with gifted individuals
- **Degree of Giftedness**
 - ▣ How far an individual is from the average IQ
- **Motivation**
 - ▣ Gifted individuals are intrinsically motivated
- **Traits & Characteristics**
 - ▣ Gifted individuals experience life more intensely than others



Asynchronous Development

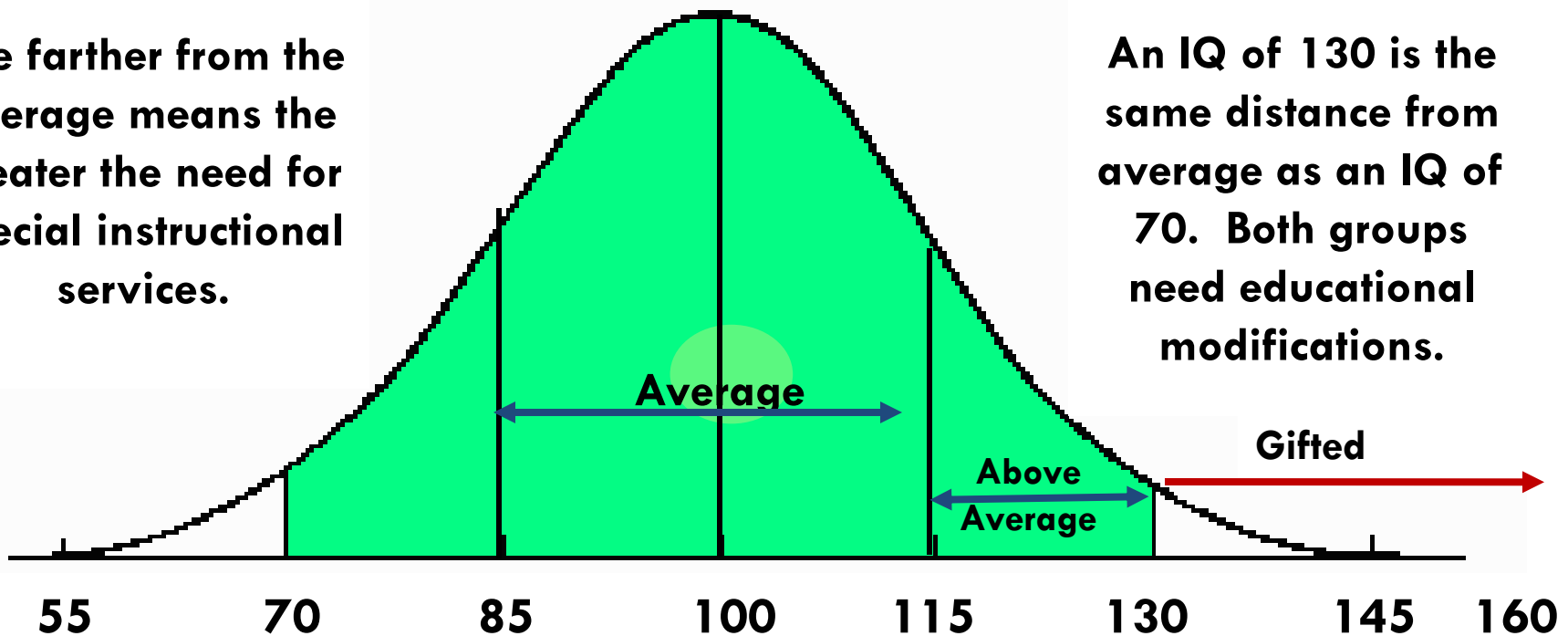
Developmental Rates



Degree of Giftedness

The farther from the average means the greater the need for special instructional services.

An IQ of 130 is the same distance from average as an IQ of 70. Both groups need educational modifications.



Ranges

120 – 129 Advanced learners

130 – 144 Moderately gifted

145 – 159 Highly gifted

160 – 174 Exceptionally gifted

175+ Profoundly gifted



adapted from Wasserman, 2003



Motivation

- ❑ **Not particularly concerned with success or competition**
- ❑ **Unconcerned with Grades**
- ❑ **“Flow”**
- ❑ **Energized by being alone**



Traits & Characteristics

MYTH: Gifted students turn in all of their work, get the highest grades, and do not have behavior problems.

REALITY: Above average/High Achieving students have fewer behavior problems as they are more responsive to extrinsic motivational factors, i.e. parental praise, positive feedback, good grades

- Intensity
- Sensitivity
- Multi-Potentiality/Multi-Stimulus
- Excessive Energy



Identification Process

Step 1 – Referral

Anyone can refer a child for testing, but parent must give written permission for the child to be assessed.

Step 2 – (Four Measures):

- Ability Test
- Home Rating Scale
- Achievement Test
- School Rating Scale

Step 3 – Building Selection Committee

Step 4- Notification



Data Collection



- Quantitative Data: Ability test & Achievement test
- Qualitative Data: Home Rating Scale (Parent Inventory) & School Rating Scale (Teacher Inventory)

Things To Remember

- Testing Referral Deadline: November 30th
- Office of Advanced Academics: 281-641-8350
- [GT Website](#)

