



IDENTIFYING GIFTED STUDENTS WITH DISABILITY

Prof. Dora Levterova, PhD, DSc

PRINCIPLES OF IDENTIFICATION

- **Early onset.**
- **Open communication.**
- **A permanent and continuous process.**
- **Discreet.**
- **Team approach.**
- **Teamwork with parents and outcomes.**
- **Multi-method approach.**
- **Measurement, Assessment, Evaluation.**
- **Diagnostic process.**

GAGNE'S MODEL OF GIFTED AND TALENTED

Gifts vs. talents

Gifted - ability-based

Talent - performance-based

Gifts are not always visible due to two factors:
intrapersonal and environmental.

These two factors and natural abilities are important for
developmental process.

The development process provides formation of the
competences and talent development.

IDENTIFICATION METHODS

Talk to former teachers, staff, parents, coaches, peers and of course the students themselves

- Objective and subjective testing.
- Portfolios.
- Questionnaires.
- Interviews.
- Nominations.
- Curriculum-based assessment.
- Tests.
- Creativity assessment.
- Direct observation.

OBSERVATION

/teachers and parents observe/

1. Observation of the child:

- home
- preschool
- school
- with peers

2. Identify behaviors and symptoms relating to DSM/ICD criteria.

3. Identify behaviors and symptoms relating to high ability, gift, talent.

3. Observation Schedule.

SCREENING

ASSESSEMENT PROCEDURES:

- ☐ **results of tests,**
- ☐ **products.**

TESTS AND TESTING

MEASURING VARIATIONS



TYPES OF MEASUREMENT

- **Observations.**
- **Tests.**
- **Questionnaire.**
- **Child Self-reflections.**
- **Individual or Group Products.**
- **Individual Portfolios.**
- **Project Narratives.**



PREREFERRAL and REFERRAL

MEASUREMENT - DATA COLLECTION TO EVALUATE



KIND OF COGNITIVE MEASURES

Common Test Batteries:

- * *Wechsler Scales (WPPSI-III; WISC-IV; WAIS-III)*
- * *Differential Ability Scales, Second Edition (DAS-2)*
- * *Kaufman Assessment Battery for Children, Second Edition (K-ABC2)*
- * *Stanford-Binet, 5th Edition (SB-5)*

Nonverbal Measure:

- * *Leiter International Performance Scale – Revised (Leiter-R)*

Developmental Assessments:

- * *Mullen Scales of Early Learning (birth to 68 months)*
- * *Bayley Scales of Infant Development, 3rd Edition (1 month to 42 months)*

TEST – instrument, protocol, or technique that measures attribute of interest.

MEASUREMENT – process of collecting data on attribute of interest.

EVALUATION – process of interpreting the collected measurement to make professional judgment of value or worth.

THERE IS NO PERFECT IDENTIFICATION SYSTEM

Diagnostic Process

- Early Childhood (0-3 years)
- Preschoolers (3-6 years)
- Primary school (7- 11 years)
- Middle school (11-15 years)
- High school (15 -17 years)

**TWICE EXCEPTIONAL STUDENTS ARE
DOUBLY DIFFERENT FROM NORM.**

Diagnostic Process

1. Content analysis of our descriptive data to create items.
2. Test the measure.
3. Revise the measure using the parent and educators/clinician feedback.
4. Test the revised measure again.
5. Revise measure a second time.
6. Test measure a third time.

MEASUREMENT SOCIAL COMPETENCE

Preschoolers (3-6 years)

- 1. Resolves peer problems on his or her own.**
- 2. Understanding other people's feeling.**
 - 3. Understanding own feeling.**
 - 4. Shares materials with others.**
 - 5. Cooperates with peers.**
 - 6. Is helpful to others.**
- 7. Listen to others 'point of view.**
- 8. Can give suggestions and opinions without being bossy.**
 - 9. Makes friends toward others.**

MEASUREMENT SOCIAL COMPETENCE

Primary school (7- 11 years)

- 1. Resolves peer problems on his or her own.**
- 2. Understanding own feeling.**
- 3. Very good at understanding other people's feeling.**
- 4. Cooperates with peers.**
- 5. Is helpful to others.**
- 6. Listen to others 'point of view.**
- 7. Can give suggestions and opinions without being bossy.**
- 8. Makes friends toward others.**
- 9. Make different choice with awareness of the consequences.**

MEASUREMENT SOCIAL COMPETENCE

Middle school (11-15 years)

- 1. Understanding own feeling and other people's feeling.**
- 2. Cooperates with others.**
- 3. Listen to others 'point of view.**
- 4. Can give suggestions and opinions without being bossy.**
- 5. Maintain friendships created**
- 6. Make different choice with awareness of the consequences.**
- 7. Realize adaptive behavior.**
- 8. is correct social performances.**
- 9. Good reflection on own cognitive processes and behavior.**
- 10. Ability to solve problems.**
- 11. Has social responsiveness.**

MEASUREMENT SOCIAL COMPETENCE

High school (15 -17 years)

- 1. Understanding own feeling and other people's feeling.**
- 2. Cooperates with others in different teams.**
- 3. Can give suggestions and opinions without being bossy.**
- 4. Maintain friendships created.**
- 5. Make different choice with awareness of the consequences.**
- 6. Realize adaptive behavior.**
- 7. Is correct social performances.**
- 8. Good reflection on own cognitive processes and behavior.**
- 9. Ability to solve problems.**
- 10. Has social responsiveness.**
- 11. Has effective social content submitted by various constructs.**

IDENTIFICATION OF WELL BEING

1. Nonverbal behavior, Verbal communication, Happiness.

2. Kind of wellbeing:

- ☐ **physical wellbeing,**
- ☐ **psychological wellbeing,**
 - ☐ **social wellbeing,**
 - ☐ **economic wellbeing,**
 - ☐ **environment wellbeing.**

European best practices to support children with high potential and to access training for gifted children with disabilities – Gifted (for) you 2014 - 1 - R001 - KA201- 002957

REFERENCE

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

<https://www.psychologytoday.com/tests>

<http://psychcentral.com/quizzes/>

<http://www.psychologistworld.com/tests/>

<http://www.queendom.com/tests/index.htm>

Gagne, F. (2000) A differentiated model of giftedness and talent. Year 2000 update. [Online] Retrieved from the World Wide Web June 16, 2009 from:

http://www.eric.ed.gov.ezproxy.massey.ac.nz/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/bf/70.pdf

Gagne, F. (2003). Transforming gifts into talents: The DMGT as a developmental theory. In N. Colangelo & G.A. Davis (Eds.), Handbook of gifted education (3rd ed.). Boston: Allyn and Bacon

Gagne, F. (2009). Building gifts into talents: Brief overview of the DMGT 2.0 [Online] Retrieved from the World Wide Web June 11, 2009 from:

http://www.giftedconference2009.org/presenter_files/gagne_p12_therealnature.pdf

**European best practices to support children with high potential and to access training
for gifted children with disabilities – Gifted (for) you 2014 - 1 - R001 - KA201- 002957**

THANK YOU 😊