



Is this child gifted?

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Students in your class...

Have you had students who...

Be Honest...



Students in your class...

Would you refer these students for a gifted evaluation?

Again, Be Honest...

Student A





Student A

- Male
- Foster Care Placement
- Autism and Speech/Language Impairment
- Requires the occasional assistance of a classroom aide for redirecting behaviors
- Receives day-treatment services from Highlands Community Services
- A-B average
- Has missed 15 out of 110 school days
- Has two discipline referrals

Student B



Source: Google Images



Student B

- Male
- Resides with his mother only, father not involved
- Autism and OHI
- Demonstrates obsessive behaviors
- A-B average
- 3 absences in 110 school days
- Moved into area at the end of last school year
- No discipline referrals

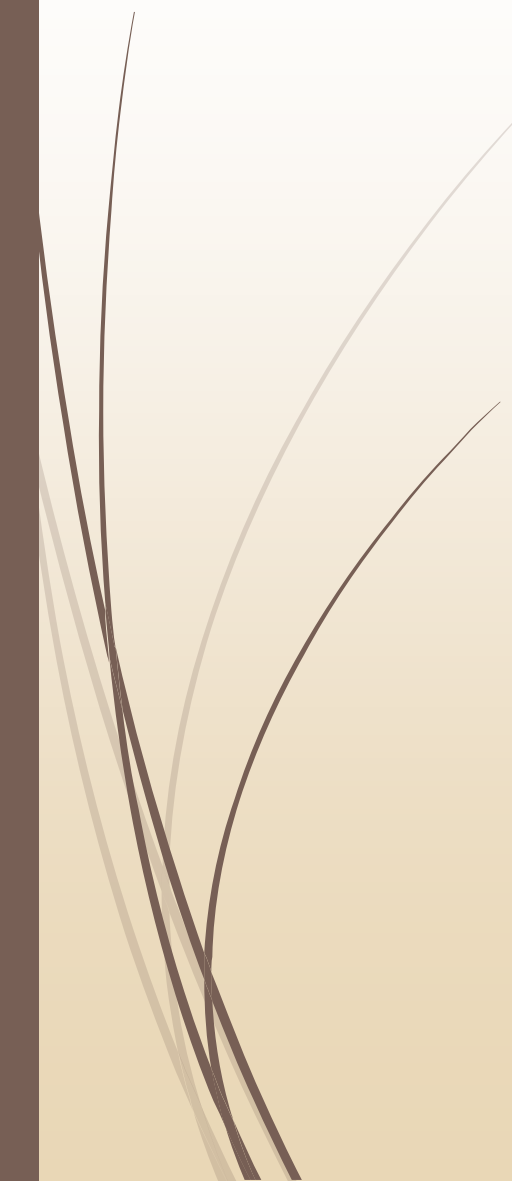
Student C



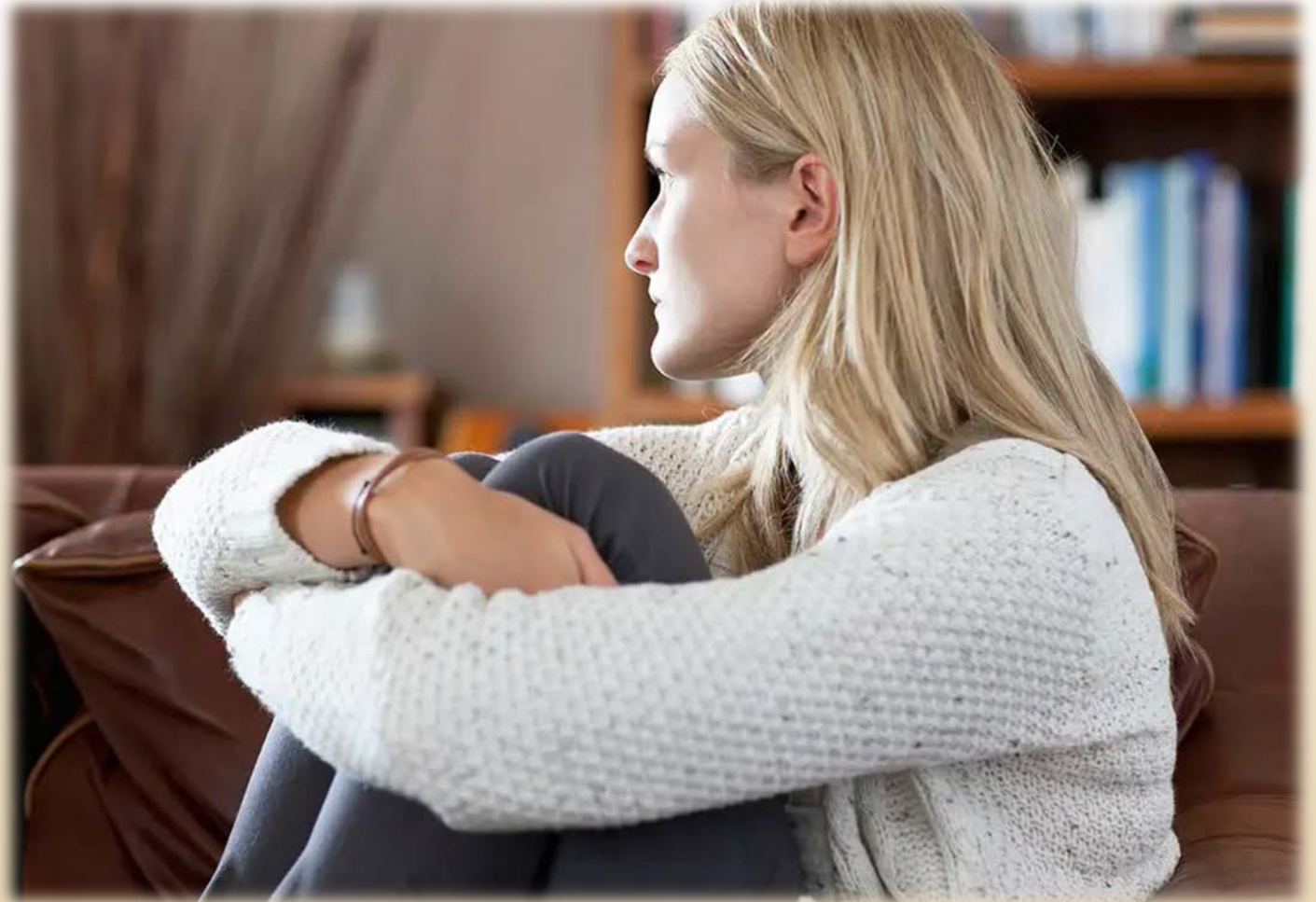
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Student C

- Female
 - Lives with mother only
 - Very inquisitive and talkative
 - A average
 - 3 absences out of 110 school days
 - Very interested in gardening, food preservation, and enjoys the company of older people
 - No discipline referrals
- 

Student D





Student D

- Female
- Lives with both parents
- Extremely quiet
- Does not socialize with many other students, but loves music and animals
- A student
- No absences for the current school year
- No discipline referrals

Student E



Source: Google Images



Student E

- Male
- Lives with mother and step-father
- Family is from Mexico, speaks Spanish primarily at home
- Receives ESL services
- Currently has B,C, and D's in classes
- Has no absences for the current school year
- Has six discipline referrals
- Has a history of sneaking out of the school building and running off



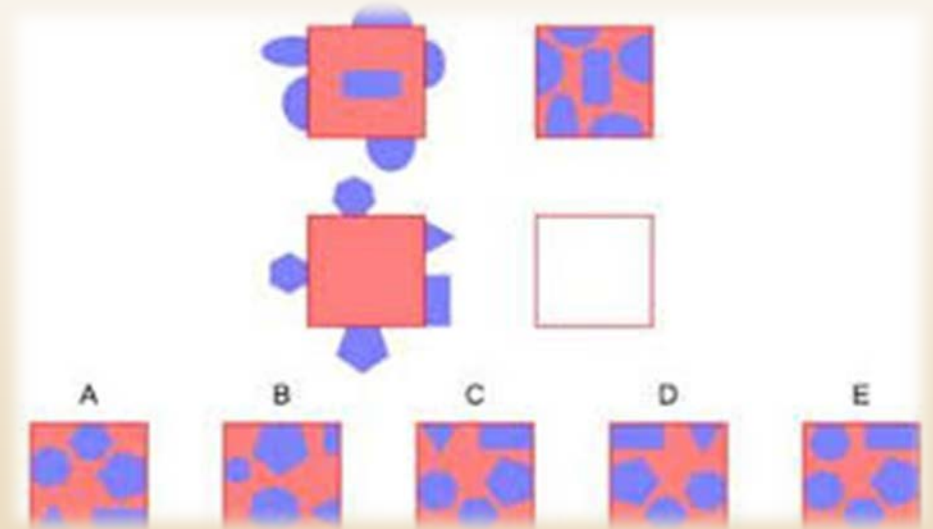
Students in your class...

What did we find during the gifted evaluation?

Student A



Student A





Student A

- Ability test scores at 95%
- Considered special education services testing results, 9th stanine in reasoning skills
- Identified as Gifted in Nonverbal Ability and Specific Academic Math



Student A

This child is twice-exceptional (2E). His autism often masked his giftedness. What characteristics kept teachers from seeing his potential?

Easily agitated

Fixation on seemingly random topics or objects

Emotional “meltdowns”

Student B



Source: Google Images

Student B





Student B

- Ability test scores were at 99% composite, 97% verbal, and 97% nonverbal (All in the 9th Stanine)
- Special Education scores were considered, Very high scores in Decoding and Reading Comprehension
- Identified as Gifted-General Intellectual



Student B

This child is twice-exceptional (2E). His autism often masked his giftedness. What characteristics kept teachers from seeing his potential?

Fixation on seemingly random topics or objects

Hesitation to be around others

Phobia of germs and dirt

Student C



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Student C





Student C

- Ability test scores were at 99% composite, 99% verbal, and 98% nonverbal (All in the 9th Stanine)
- Both teacher and parent ratings were consistent and in the 9th Stanine
- Identified as Gifted-General Intellectual



Student C

What characteristics kept teachers from seeing her potential?

Excessive talking

Excessive movement

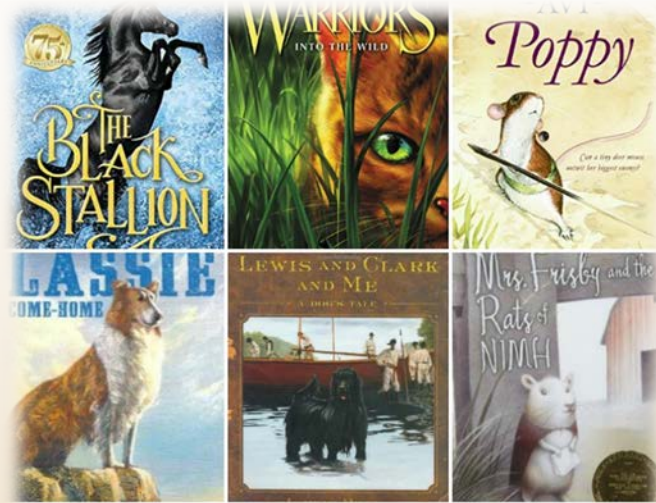
Fixation on seemingly random topics

Student D

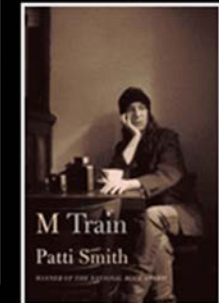
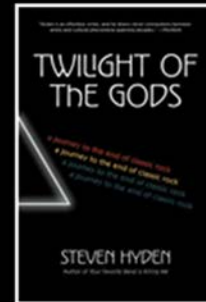
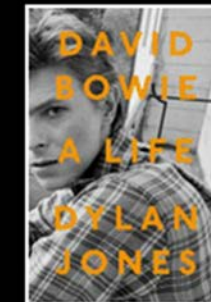
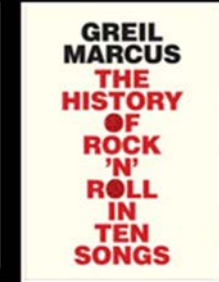
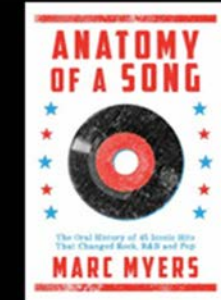
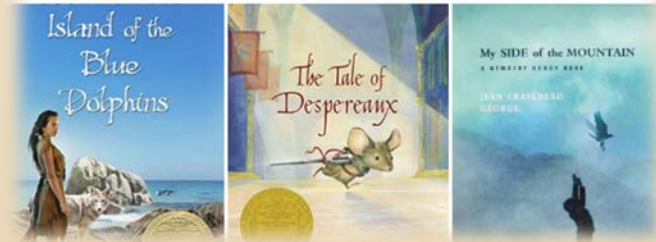


Source: Google Images

Student D



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Student D

- Ability test scores were at 96% composite, 96% verbal, and 95% nonverbal (All in the 9th Stanine)
- Teacher rating scale was in the 7th stanine, Parent rating scale was in the 9th Stanine
- Identified as Gifted-General Intellectual



Student D

What characteristics kept teachers from seeing her potential?

Extremely quiet

Lack of interaction with teachers

Lack of interaction with peers

Student E



Source: Google Images

Student E





Student E

- Ability test scores were 95% composite, 99% verbal, and 84% nonverbal.
- Classroom teacher ratings were in the 4th and 5th Stanines, ESL teacher rating was in the 7th Stanine
- Identified as Gifted-Verbal Reasoning, Language Arts



Student E

This child's home language and behaviors masked his giftedness. What characteristics kept teachers from seeing his potential?

Anger when pulled from class for ESL services (desire to fit in)

Inappropriate language (from frustration)

Leaving school during the day (from frustration)



So, what do you think?

All of these students are Washington County students identified in the past two years.

Not one student was referred by a teacher.

How does this change your feelings about referring students for gifted education?