

# Identification Process

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# Characteristics of Gifted Children as a Resource for Giftedness Identification

- **Be careful:**
- While some commonalities exist across giftedness, one size does not fit all.
- Gifted learners exhibit different characteristics, traits, and ways to express their giftedness.
- Various issues must be considered for identification of giftedness – next slide.
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# What must be considered for identification of giftedness

- Giftedness is dynamic, not static. Identification needs to occur over time, with multiple opportunities to exhibit gifts. One test at a specific point in time should not dictate whether someone is identified as gifted.
- Giftedness is represented through all racial, ethnic, income levels, and exceptionality groups. Underrepresentation is widely spread. It's estimated that African American, Hispanic American, and Native American students are underrepresented by at least 50% in programs for the gifted.
- Giftedness may be exhibited within a specific interest or category—and even a specific interest within that category. Professionals must seek ways to gather examples across various domains and contexts, using both objective and subjective identification instruments.
- Early identification in school improves the likelihood that gifts will be developed into talents

# What is necessary to consider when identifying giftedness

- No two gifted children are alike.
- To collect information on both the child's performance and potential through a combination of **objective (quantifiably measured) and subjective (personally observed) identification instruments** in order to identify gifted students.
- To eliminate bias, it is necessary to follow a systematic, multi-phased process for identifying gifted students:
  - 1) Nomination or identification phase;
  - 2) Screening or selection phase;
  - 3) Placement phase in gifted program.
- In the nomination and screening phase, various identification tools should be used to eliminate bias.

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# Questions for discussion

- What roles do both teachers and parents play in the nurturing of gifted children? How are these roles different?
- Do gifted children have particular emotional needs that are different from those of nongifted children?
- Is there a difference between nurturing the child per se and nurturing the gift that they possess?
- What happens to the gifted child if they are left unsupported in their educational environment?
- Will gifted children always remain gifted irrespective of the support provided, and if they will, why bother to provide that support?

# Steps (Phases) of Identification Process

- Nomination
- Identification – Screening
- Diagnosis

# Nomination

- Who: Self, Peer, Teacher, Administrator, Parent.
- Purpose: Nominations help cast a wide net for identifying as many students as possible who might qualify for gifted education.
- Used tools :
  - gifted characteristic checklists,
  - inventory,
  - and nomination forms

They are completed by students, parents, teachers, and administrators to provide subjective information.

# Identification

- Subjective
- Objective



# Identification – group work

- Subjective - your suggestions
- Objective - your suggestions

# Identification – subjective 1

- Who: usually teachers (some time parents)
- Tools :
- Methods of pedagogical diagnostics:
  - observation,
  - interview,
  - questionnaires,
  - student product analysis and
  - documents.
- Teachers may make observations and use rating scales or checklists for students who exhibit a certain trait or characteristic during instruction.

# Identification – subjective 2

- Portfolios and Performances
  - Portfolios or work that is collected over time should include student reflections of their products and/or performances.
  - Portfolios may be developed for both academic (language arts, math) and creative (speech, arts, music) pursuits.
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- Student Educational Profiles.
  - While many forms may be used to identify gifted children, an academic or artistic case study approach can offer a more comprehensive process.
  - Case studies may include data, observations, and growth demonstrated in various settings.

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# Identification – objective

- Who: teacher, administrator
- Tools:
- IQ tests or performance results
- state and standardized tests
- student cumulative records
- grades

However, relying on them alone may lead to overlooking certain gifted populations.

# Diagnosics

- Who: experts – psychologist, speciální pedagog

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- Tools :

Individual tests, such as the Stanford–Binet Intelligence Scale and the Wechsler Intelligence Scale for Children (WISC), are administered by qualified psychologists. Subjects reply orally to most questions.

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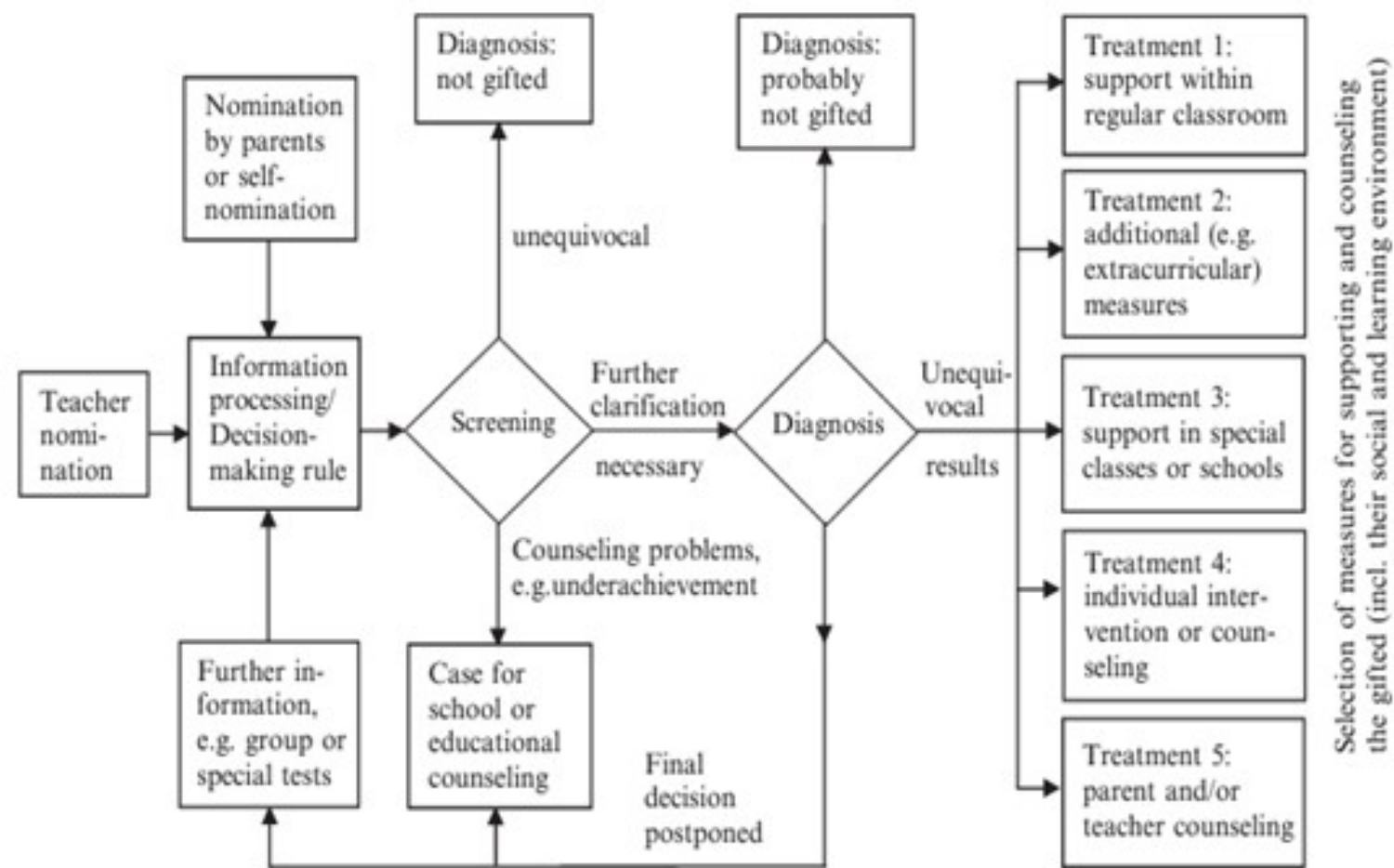


Figure 6.3. Model of Sequential Strategy in the Diagnosis of Giftedness according to Heller (2000, p. 253).