

## **Types, Characteristics, and Identification of Gifted and Talented Learners**

### **Learning Objectives:**

- Identify gifted and talented learners.

### **Introduction:**

Learners who are gifted and talented also have special needs, which when not properly addressed, may lead to deleterious consequences. Thus in order, to maximize their learning, it is important to recognize gifted and talented learners. This chapter introduces the concept of giftedness and the various meanings attached to it. The different characteristics and profiles of gifted and talented learners are described, and ways to identify them are presented.

### **Definitions of Giftedness**

The terms "gifted" and "talented" convey different meanings to different people. Indeed, even among experts, the use of these terms is ambiguous and inconsistent, and there is not one uniform definition that is universally accepted. Nevertheless, it is considered acceptable to use these terms interchangeably, such as when we say "gifted learner" or "talented learner" pertaining to the same person. For uniformity in terminology in this chapter, we will refer to gifted and talented learners as "gifted learners" and we will refer to their characteristics as "giftedness".

The diverse definitions given to giftedness can be placed under five categories:

1. **After the fact definitions** – Those who consistently perform outstandingly and achieve in a valuable area are considered "gifted" or "talented".
2. **IQ Definitions** – Those who get a score above a certain cutoff in an intelligence test are considered "gifted" or "talented". It is one of the most popularly used definitions of giftedness despite the following limitations. (1) its focus on intelligence as traditionally defined ignores creative and artistic gifts; (2) it does not take into account gifts in specific areas; (3) it discriminates against disadvantaged students and (4) students who are just a few points below the cutoff score are automatically considered "not gifted".
3. **Percentage Definitions** – Those who belong to a fixed proportions that a school or district sets are considered "gifted" or "talented" (e.g., a school district may consider the top 5% of students as gifted). However, this can be very arbitrary as schools districts may set different percentages that they considered gifted. Moreover, it can easily misunderstood as the school/districts having, for instance, 5% of the students who are gifted, when this is actually a pre-determined percentage set by the school district.
4. **Talent Definitions** – Those who excel in specific aesthetics (e.g. art, music,) or academic (e.g. math, science) area/s are considered "gifted" or talented.
5. **Creativity Definitions** – Those who possess superior creative abilities are considered "gifted" or talented". However, whether creativity is an acceptable selection criterion for giftedness is still debatable.

### **Importance of Recognizing Gifted Learners**

It is important to determine gifted learners as failure to do so could have deleterious consequences to the child learning. For instance when, a gifted learner's needs are not met, the

# Characteristics And Identification Of Gifted And Talented Students

**Tracy L. Cross, Jennifer Riedl Cross**



## **Characteristics And Identification Of Gifted And Talented Students:**

*Characteristics and Identification of Gifted and Talented Students* Frederick B. Tuttle, Laurence A. Becker, 1980 The document on characteristics and identification is the first book in a multimedia program Educating the Gifted and Talented a series designed to provide background information supplementary materials workshop activities and discussion questions for individuals and teachers who work or are preparing to work with gifted and talented students An initial section discusses some of the characteristics of gifted and talented students by focusing on individual abilities interests and needs and by encouraging the reader to look closely at specific students Addressed are indicators of giftedness problems encountered by the gifted and the problems of definition Supplementary materials for this section include lists of characteristics of creative gifted children some general characteristics of gifted children and behaviors in six talent areas Five teacher activities are explained to help explore the underlying issues to be considered when examining characteristics of gifted individuals A second section introduces instruments and procedures for identification and contains sample identification instruments and materials scales teacher checklists questionnaires and inventories creativity measures sources of instruments and a list of references Among the instruments and materials cited are the Checklist for Culturally Disadvantaged Underachieving Mentally Gifted Minors and the Autobiographical Questionnaire Three teacher activities related to identification conclude the document SBH

**Identification of Students for Gifted and Talented Programs** Joseph S. Renzulli, Sally M. Reis, Series Editor, 2004-03-06 Focuses on one of the most widely debated topics in the field addressing the challenges educators face in attempting to accurately identify gifted and talented students

**Identifying Gifted Students** Susan K. Johnsen, 2005 This publication provides directors and coordinators of programs for gifted and talented students with a specific step by step plan for developing an identification procedure in a school or school district While the sections of this publication are laid out sequentially according to the steps identification is an ongoing process The goal of identification is to ensure that every gifted and talented student who needs a program that is different from the general education curriculum receives one that is matched to his or her specific characteristics Perfect for anyone seeking a concise introduction to the identification of gifted students this book is designed to offer administrators teachers and parents an overview of the critical issues in building effective identification procedures This book overviews definitions and characteristics of gifted students qualitative and quantitative assessment using multiple assessments identification procedures and decision making about placement This is one of the books in Prufrock Press popular Practical Strategies Series in Gifted Education This series offers a unique collection of tightly focused books that provide a concise practical introduction to important topics concerning the education of gifted children The guides offer a perfect beginner's introduction to key information about gifted and talented education

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Johnsen,2021-09-09 This revision of Identifying Gifted Students A Practical Guide is aligned with both the updated National Association for Gifted Children NAGC Pre K Grade 12 Gifted Programming Standards and the NAGC and The Association for the Gifted Council for Exceptional Children CEC TAG professional development standards This book is relevant in any state or setting that intends to meet these national standards and uses multiple assessments to identify gifted students within an increasingly diverse population Designed for practicing professionals such as teachers counselors psychologists and administrators Identifying Gifted Students addresses definitions models and characteristics of gifted students qualitative and quantitative approaches to assessment culturally fair and nonbiased assessment and how to evaluate the effectiveness of identification procedures In addition the book provides an updated summary of all major assessment instruments including scoring information reliability and validity     **Identification** Scott Hunsaker,2023-05-31 Editor Scott L Hunsaker s new volume sheds much needed light on the process of identifying students for gifted education services a topic surrounded by controversy and confusion With contributions from leading experts in the field Identification takes an in depth look at the research and practice of identification of gifted and talented students Each of the four sections tackles an important aspect of the issue Theoretical Foundations Professional Foundations Identification Practice and Instrumentation The text presents multiple points of view and does not shy away from thorny issues such as the theory practice gap underrepresentation of diverse populations identification as status bestowal rather than assessment process rigidity in use of processes and instruments the search for the magic bullet test and the validity of nonverbal intelligence tests Whether you are an administrator teacher gifted education specialist professor or parent Identification will offer you insight presented nowhere else     Issues and Practices Related to Identification of Gifted and Talented Students in the Visual Arts Gilbert A.

Clark,1992     **Identifying and Educating Gifted Students at the Secondary Level** John Frederick Feldhusen,Steven M. Hoover,Micheal F. Sayler,1990     Encyclopedia of Educational Psychology Neil J. Salkind,Kristin Rasmussen,2008-01-17

The field of educational psychology draws from a variety of diverse disciplines including human development across the life span measurement and statistics learning and motivation and teaching And within these different disciplines many other fields are featured including psychology anthropology education sociology public health school psychology counseling history and philosophy In fact when taught at the college or university level educational psychology is an ambitious course that undertakes the presentation of many different topics all tied together by the theme of how the individual can best function in an educational setting loosely defined as anything from pre school through adult education Educational psychology can be defined as the application of what we know about learning and motivation development and measurement and statistics to educational settings both school and community based

**Teaching the Gifted and Talented in the Middle School** Jill D. Wright,1983 **Curriculum Development for Gifted Education Programs** Cannaday, Jessica,2018-02-28 Diverse learners with exceptional needs require a specialized curriculum that will help them to develop socially and intellectually in a way that traditional pedagogical practice is unable to fulfill As educational technologies and theoretical approaches to learning continue to advance so do the opportunities for exceptional children Curriculum Development for Gifted Education Programs is a critical scholarly resource that examines the development of coursework for gifted and talented students Featuring coverage on a broad range of topics such as constructivism diversity responsive method and teacher training this book is geared towards academicians researchers gifted education teachers supervisors directors and administrators

**Curriculum Review** ,1984 **Characteristics and Identification of Gifted/talented Children** Elizabeth Aron Ponto,1982 **Handbook for Counselors Serving Students With Gifts and Talents** Tracy L. Cross,Jennifer Riedl Cross,2021-09-30 The second edition of Handbook for Counselors Serving Students With Gifts and Talents provides the definitive overview of research on the general knowledge that has been amassed regarding the psychology of gifted students This book Introduces the reader to the varied conceptions of giftedness Covers issues specific to gifted children and various intervention methods Describes programs designed to fulfill the need these children have for challenge Is updated and expanded addressing contemporary issues Reflects the latest research on giftedness With chapters authored by leading experts in the field Handbook for Counselors Serving Students With Gifts and Talents is a resource professionals can turn to for answers to a wide variety of questions about gifted children

**Exceptional Child Education Resources** ,2002 **Assessment of Giftedness** Julie Lamb Milligan,2010-09 SECOND EDITION What tests are used to identify giftedness How are decisions made about placement and services after a battery of tests have been administered Beyond standardized testing how do students qualify for services A guide for parents teachers and university students seeking to identify and or work with the gifted It conveys a history of assessing and identifying giftedness traditional and non traditional measures for identifying the gifted procedures and test instruments used for appropriate and accurate assessment guidance for identifying giftedness among subpopulations methods for recognizing giftedness in the primary grades the importance of classroom

teachers in the assessment process It also provides many practical classroom ideas and activities for nurturing potential giftedness an Activity Book for students and teachers for each chapter About the author Julie Lamb Milligan is a professor at Arkansas State University She was for eighteen years a teacher and administrator in school districts throughout Arkansas before becoming a professor of education at the university Dr Milligan s Ph D in gifted education and curriculum and instruction is from Kent State University In the past decade she has published numerous articles in professional journals and publications that concern themselves with educating the gifted

**Increasing Diversity in Gifted Education** Monique Felder, Gloria Taradash, Elise Antoine, 2021-09-03 Increasing Diversity in Gifted Education provides guidance for meeting the educational needs of high potential students across many racial ethnic language and economic groups as well as some categories of disability Using this book educators of high potential and gifted students from backgrounds that are traditionally underrepresented and underserved in gifted and advanced instructional settings can guide these students to achieve and make significant contributions to all aspects of American society Practitioners will also gain the information and knowledge needed to increase the identification of culturally linguistically and ethnically diverse CLED and twice exceptional students for gifted education programs and services

**Reflections on Gifted Education** Joseph Renzulli, Sally M. Reis, 2021-09-30 In this compelling book more than 40 years of research and development are highlighted in a collection of articles published by Joseph S Renzulli and his colleagues Renzulli s work has had an impact on gifted education and enrichment pedagogy across the globe based on the general theme of the need to apply more flexible approaches to identifying and developing giftedness and talents in young people This collection of articles and chapters has strong foundational research support focusing on practical applications that teachers can use to create and differentiate learning and enrichment experiences for high potential and gifted and talented students

Gifted and Talented Students Frederick B. Tuttle, 1983

Associations' Publications in Print , 1981 1981 in 2 v v 1 Subject index v 2 Title index Publisher title index Association name index Acronym index Key to publishers and distributors abbreviations

## Reviewing **Characteristics And Identification Of Gifted And Talented Students**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Characteristics And Identification Of Gifted And Talented Students**," an enthralling opus penned by a highly acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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