Answers to questions posed by the Parliamentary Committee for the Inquiry into Education of Gifted and Talented Students

by Henriette Boonen-Hackett

My experiences in having my child identified as being gifted and options to increase identification of giftedness in children.

I was not truly surprised to find out our daughter was gifted, as all the signs were there from very early on. As well as being an early walker, she was able to say “bir” when pointing to a bird in the sky at only a few months old, and would spend many happy hours poring over books and pointing to the pictures. She was termed “the Inspector” by our neighbours for her unnerving stare as she consciously processed all around her; and unlike other children, she looked before she leapt, thoughtfully considering her every move before carrying out any physical task that other children learnt by falling, such as climbing, balancing and swinging.

The only issue was not knowing where to go to have testing done. It was difficult to find out where/when/how, and it was only through a visit to my GP that I was given a contact to try. It is also very expensive, costing between $400 and $700.

My suggestions to increase identification of giftedness in children:

1. Don’t leave it to chance. To stop gifted children slipping through the net, every child should be given a basic IQ test at the start of their first year of school (not just testing what they know, but testing how they think). They do not need to read and write to complete one of these tests. Perhaps one could be developed by the Department, which could be followed up with a comprehensive IQ assessment if the child reaches a predetermined benchmark.

2. Parents should be asked gifted identification information about their children as part of the school entry questionnaire. Questions like:
   (a) What age did your child learn to talk?
   (b) Did they seem above or below other children in language skills?
   (c) Does your child like books? What age did they develop an interest in books. Do they already read?
   (d) Do they ask questions about signs and numbers on an everyday basis?
   (e) Do they have a good pencil grip?
   (f) How are they at drawing?
   (g) What does your child like to do?
   (h) Can they concentrate on a task?
   (i) Do they seem absorbed in whatever they are doing?

All these questions and more can be used to build a profile of every child and decide whether or not they could be in the gifted category.
My experiences in trying to find suitable schools and programs for my child.

R began her schooling in a Catholic primary. She excelled in prep, learning to read and write very quickly (although she was already writing at age 4). I had held her back from reading at 4, as I didn’t want her to be ahead of the others at school... how ridiculous that sounds now in hindsight!

Following prep, R was in a grade 1/2 composite class, which was great, as she was able to complete two grades in one year. However, she was bullied at school, and a number of parents made derogatory comments about her, as she was socially awkward as well as standing out next to her peers in her abilities. These issues resulted in R expressing a high level of anxiety manifesting in daytime and night time wetting and soiling.

Teacher’s attitudes from kinder onwards have ranged from mildly supportive to obstructive. Some have been giving her extra projects to extend her, while others have been dismissive of her needs and simply ignored my requests for challenge and appropriate learning.

Towards the end of R’s Grade 1 year, my husband was retrenched and after some time found a job in rural Victoria where we now live. The first question I asked each school in the area was “how do you cater for gifted children”. Some schools said “we don’t”, another thought I meant my child was disabled and only one school stood out as having an extension group and an understanding of what gifted meant. This is the school she now attends.

But starting in grade 2 in the new school was a terrible idea in hindsight. She was well above her peers in every subject. Had we known what it would be like for her, we would have asked for her to be placed her in a grade 3 class. Pre-testing should have been suggested here at the beginning as I had already provided the school with her IQ test results and school reports from the previous year showing her accomplishments at Grade 2 level.

She is now a Grade 3, in a grade 3/4 class, but she still finds the curriculum not challenging enough. Her teacher is sympathetic, has undertaken PD classes in gifted ed and has arranged a number of extra curricula challenges for her and another boy in her class, but has not considered curriculum compacting or telescoping or any of the other strategies posted on the Department website. The principal is aware of the importance of differentiated learning for gifted students. The school is also working with Dr John Munro, who is an Associate Professor of Exceptional Learning and Gifted Education at Melbourne Uni (as are a couple of other schools in the cluster) to improve the outcomes for all students, particularly those who are disadvantaged. But still Ruby is unchallenged and dispirited. The school is doing a little, but without adequate programs, curriculum extension and Departmental programs and support, I fear she will be stuck in this situation for the rest of her primary school years. The pity here is that she would love to learn, is willing, able and ready to do so, but is simply just not given the opportunity. She would like to enter Grade 5 next year, but I have reservations about this for social and emotional reasons, not to mention her missing out on a year of art and sport instruction.

Her sister, A, who has begun prep this year, recently asked me to take her out of school and teach her at home. She said she doesn’t like school and when asked why, said she is “sick of learning the alphabet again, I already know how to count over 100 and I already know how to skip count” (she has been skip counting since the age of 4). She also complained about the teacher telling them how to complete the worksheets as she wants to figure it out on her own. This teacher has also
mentioned to me that A is learning much faster than expected for a prep, so consequently the teacher has found it difficult to keep up with A’s reading/spelling program. It seems she is following in her sister’s footsteps and needs to be tested. I have asked the school for this to be done a couple of times, and finally the principal has agreed to do this. I feel that the teacher could have initiated this request much earlier in the year.

My suggestions in improving educational options for gifted and talented students

1. DoE should provide appropriate programs and materials for gifted children, not leave it up to ad hoc provision by schools. According to the Australian Bureau of Statistics 2010*, there are a total of 461,347 primary school children in Victoria (Government Schools 312,371, Non-Government 148,976) of which at least 5% of these would be in the gifted and talented category. This equates to 23,067 children who are not getting an equitable share of education.


2. Take age out of the equation. Gifted children are at different levels to their age peers.

3. Carry out regular open ended assessments of identified children to see what level they are actually at, and provide education at their next level. According to the department website, teachers from a higher grade can provide the lesson plan while supervision can be carried out by their grade teacher.

4. A composite class does not sufficiently address the needs of these children. From our experience this year, we believe placing high achieving lower grade students with low-achieving higher grade students is not a great mix. Gifted children are usually eager and willing to learn and many low-achieving students are not.

5. A Gifted Programs Trainer and Facilitator should be appointed for each cluster area to actively train and support teachers on how to implement these programs.

6. Each school to receive a GAT Specialist teacher who provides pull out programs, trains teachers in identification, assists with curriculum acceleration and other learning options as well as providing resources and materials to those teachers.

7. Provide teachers with documentation on how to construct a vertical learning path for gifted children to follow, in each subject area, with a process and checklist to ensure lessons are appropriate for that child.

8. Create an Individualised Learning Plan for these children so that their progress can be measured in every subject (to ensure they are not stranded on the same level for an entire year).

9. Conduct regular reviews of their progress to ensure they are not stuck with material they already know.

10. Give the children work to be going on with that they know they are allowed to return to when they have completed day to day classroom tasks.

11. Provide Opportunity Classes as per the NSW model, where children from a school cluster can apply for select entry to classes that are made up of gifted children. In NSW these are
 currently available at grades 5 and 6, but they are working on making them available in middle and junior school.

12. For students who don’t attend opportunity classes, make extension groups one day per week and grouped by ability (not age or grade). In these, provide specific problems with specific tasks and outcomes. The model of Tournament of Minds is a good example. (Tasks and programs to be supplied by DoE).

13. Funding to supply Teacher Aides for gifted children in the top 1%. These are exceptional children that require very specific learning programs and support.

14. Constant and active development of programs by DoE in conjunction with Arts, Museum and Science Organisations, as well as Tertiary institutions.

15. DoE to facilitate mentoring in the community by Scientists, Writers, Artists, Politicians, Business people, IT specialists.

16. Provide opportunities for children to meet with other gifted children in their cluster from all age groups (to allow them to make friendships in their own peer groups so they don’t feel as different from others as they do in a regular class/school situation with children grouped by age).

What support is needed by gifted and talented students and their families?

17. Access to counselling. The gifted child is more likely to be highly sensitive emotionally and physically. They also think more deeply and develop anxieties about death, illness and worldly issues.

18. Access to a wide range of DoE developed or approved programs and materials through the Ultranet*, available any time, where children can explore Science, Maths, Language, Art according to their interests. (*a safer medium than the Internet).

19. Provide State-wide competitions, trials and tournaments to challenge them in a variety of ways.

20. Work with organisations such as CSIRO, Tertiary Institutions, Art and Science organisations to organise school holiday programs and leadership programs.

21. Work with existing providers to implement Gifted Holiday Camps run by the Department for identified students to enable them to socialise with others of like mind.

22. Provide a network in each school cluster to enable parents to get together for support and for the children to socialise with other like-minded children.
SUMMARY

Recognising gifted children

- Testing
- Questionnaires
- Noticing differences in behaviour

Finding suitable school programs

- Many schools offer nothing
- Composite classes end up with the top from the lower level and the bottom from the higher level and it does not work for either
- Teacher attitudes vary
- Teachers have little training or understanding

Problems gifted children face

- Bored and not challenged
- Become unmotivated
- Unhappy
- Picked on
- Love to learn but not allowed to
- Sick of repetition
- Eventually give up
- Socially different
1. Rationale

Gifted and talented children show aptitude and/or potential for high performance in general intellectual ability or specific domains, including cultural abilities. Their heightened sense of critical reasoning, which is demonstrated through a greater depth of understanding, may allow them to achieve higher levels of abstract thinking relative to their peers. Their learning needs will be met through a responsive environment which provides challenge and deep learning.

Ipswich West State School recognises the diverse needs of all learners within the school community, including:

i. the identified presence and needs of gifted and talented students;
ii. appropriate provision for all students, including gifted and talented students;
iii. recognition and nurturing of a wide range of students’ abilities;
iv. raise the school community understanding of the educational implications of ‘giftedness’

Relevant Documents

Documents underpinning the Gifted and Talented Action Plan are:

- Framework for Gifted Education Queensland
- The Principles of Inclusive Curriculum
- The Early Entry Of Students to Prep and Year One
- Gifted and Talented Students Action Plan 2008-2010 (Education Queensland)
- Whole School Thinking Skills Program
- QCARF (Queensland Curriculum and Framework)
- EPPR (Education Policy & Procedures Register)

2. Purpose

The purpose of the Ipswich West State School Gifted and Talented Policy and Action Plan is to maximise the educational outcomes for gifted and talented students. The IWSS Gifted and Talented Action Plan outlines a program of intervention and extension to advance the skills, knowledge and processes of Gifted and Talented students, to meet their potential for success, and to nurture and improve the development of these gifts and talents.

A range of G & T strategies e.g. Higher order thinking activities to be part of every class program, regardless of whether or not any children are identified as G & T. Refer to model of Curriculum Provision for Gifted and Talented Students.

3. Objectives for Students Who Are Gifted

- To identify students who are gifted regardless of their ability, ethnicity, gender or economic status.
- To promote the development of a flexible approach to meet the specific needs and learning outcomes of gifted students.
- To promote within the school community the awareness and understanding of giftedness, its prevalence and specific needs of students who are gifted.
- To develop effective partnerships with parents in supporting quality educational outcomes for gifted students.
4. Definitions and Characteristics  See also glossary – appendix 1

The definition of gifted and talented is based on Gagne’s (2003) Differentiated Model of Giftedness and Talent.

**Gifted students** are those whose potential is distinctly above average in one or more of the following domains of human ability of intellectual, creative, social and physical.

(Note: The concept of ‘giftedness’ continues to alter with ongoing research and development of current understandings of intelligence, creativity, brain function, self-concept and learning, disadvantage, social and educational equity and social justice.)

**Talented students** are those whose skills are distinctly above average (in the top 10% of their peers for same age, culture and circumstances) in one or more areas of human performance.

\[
\begin{array}{c}
T = G \times P \\
\text{Talent} & \text{Gift} & \text{Practice}
\end{array}
\]

Gagne 2003

Giftedness becomes talent as a result of training and practice. A gifted person will not become talented without application. In order to develop talents, gifted students need to be given appropriate opportunities for learning, training and practice. Like all children, gifted students need to be able to access the best possible learning activities for them.

**Gifted and Talented Teacher Essentials:**

An understanding of the nature of giftedness is fundamental in driving identification and curriculum provision for Gifted and Talented Students. Pre-testing student knowledge prior to planning a unit of work is a key imperative to ensuring a relevant and meaningful curriculum that provides a starting point for program differentiation for Gifted and Talented students.

5. Generalisations about Gifted and Talented Students

The following brief generalisations can be made about Gifted and Talented students:
- Gifted and Talented students’ capabilities are multi-faceted and can exist in one or more ability areas.
- Gifted and Talented students are found in all socio-economic and cultural groups.
- Gifted and talented students may exhibit exceptional ability at different stages of their development and this is often accompanied by considerable task commitment and creativity.
- Gifted behaviours are not necessarily manifested in traditional academic curriculum areas, nor are they always demonstrated in socially acceptable ways.
- Gifted and Talented capacities are developmental and may only become apparent at different stages of life.
- Each individual has unique qualities and, while common characteristics can be identified, no two gifted students will exhibit the same set of characteristics, nor will there be identical needs.
- Several important factors influence the achievement of students’ potential. These include:
  - Recognition from their own culture and cultural context
  - Acquisition of necessary skills to facilitate achievement
  - Development of a positive self-concept as a learner
  - And appropriate home, community and school support
Common Characteristics

Distinguishing features of Gifted and Talented students can become apparent from an early age. 'Preocloousness' (or highly developed behaviours beyond peer norms) is a major indicator of gifted and talented potential.

As giftedness is both developmental and diverse, not all gifted students will display all of these characteristics. 'McAlpine and Reid' identifies the following common characteristics

Learning Characteristics

- Displays logical and analytical thinking
- Is quick to see patterns and relationships
- Masters information quickly
- Strives for accurate and valid solutions to problems
- Easily grasps underlying principles
- Likes intellectual challenge
- Jumps stages in learning
- Seeks to redefine problems, pose ideas, and formulate hypotheses
- Finds as well as solves problems
- Reasons things out for her/himself
- Can recall a wide range of knowledge
- Independently seeks to discover the why and how of things

Creative Thinking Characteristics

- Produces original ideas
- Displays intellectual playfulness, imagination, and fantasy
- Creates original texts or invents things
- has a keen sense of humour and sees humour in the unusual
- Generates unusual insights
- Enjoys speculation and thinking about the future
- Demonstrates awareness of aesthetic qualities
- Is not afraid to be different
- Generates a large number of ideas
- Is prepared to experiment with novel ideas and risk being wrong
- Seeks unusual rather than conventional relationships

Motivational Characteristics

- Strives for high standards of personal achievement
- Is self-directed
- Is highly self-motivated and sets personal goals
- Is persistent in seeing tasks to completion
- Becomes committed to and absorbed in tasks
- Tends to be self-critical and evaluative
- Is reliable
- Prefers to work independently
Social Leadership Characteristics

- Takes the initiative in social situations
- Is popular with peers
- Communicates well with others
- Actively seeks leadership in social situations
- Shows ability to inspire a group to meet goals
- Persuades a group to adopt ideas or methods
- Is self-confident
- Is adaptable and flexible in new situations
- Actively seeks leadership in sporting activities
- Is socially mature
- Is willing to take responsibility
- Synthesises ideas from group members to formulate a plan of action

Self-determination Characteristics

- Is sceptical of authoritarian pronouncements
- Questions arbitrary decisions
- Pushes teachers and adults for explanations
- Displays a precocious interest in 'adult' problems
- Is reluctant to practice skills already mastered
- Is easily bored with routine tasks
- Expresses ideas, preferences, and opinions forthrightly
- Relates well to older children and adults, and often prefers their company
- Asks searching questions

6. Identification

A Whole School Approach

At Ipswich West State School identification of gifted students is an ongoing process that is supported by:

- Whole School Thinking Skills Program (Multiple Intelligences, Bloom's Taxonomy, Ryan's Thinkers Keys etc)
- Staff and school community awareness of the characteristics of gifted students
- Teachers will be supported to enable them to incorporate appropriate provisions in the classroom
- A rich school environment that allows student's gifts and talents to emerge and develop

At Ipswich West State School identification of gifted students is a continuous and ongoing process. The Identification and Support Process for Gifted Students is generally initiated by classroom teachers. This process outlines the steps involved in identifying gifted students at Ipswich West State School, as well as providing a guide to determining the appropriate level of support that may be required. This process is facilitated and monitored primarily by the Class teacher, with support from the Support teacher (as required) in conjunction with the Special Needs Committee.

Opportunities are provided for parents to identify their child/ren as Gifted and Talented upon enrolment, through parent or teacher requested interviews, identification checklists and throughout their child’s schooling and as talents emerge.

Informal/formal Observation Tools such as Multiple Intelligence Identification Student Surveys and checklists (Sayler, M. 2003) for all stakeholders (students, parents and teachers), collection of work samples, Anecdotal Records, and Formal Observation tools such as Running records, etc, assist to profile potential Gifted and Talented students in relation to peer norms.

- Sayler: Gifted and Talented Checklist for Teachers (Appendix 6)
- Sayler: Gifted and Talented Checklist for Parents (Young Children) (Appendix 4)
- Sayler: Gifted and Talented Checklist for Parents (Appendix 5)
- School Referral Form (Appendix 3)

This form is to be used by classroom teachers to record specific details about personal and academic aspects of an individual student who is to be referred to the Special Needs Committee for further identification.

**Identification Process Flowchart (See Appendix 1)**

**Step One:**
Classroom teacher suspects a child of being Gifted and/or Talented
A parent suspects their child of being Gifted and/or Talented, possibly on enrolment. *Parent to complete Sayler Gifted and Talented Checklist for Parents.* (Appendix 4)

**Step Two:**
Classroom teacher completes a G & T referral form to be given to the SNC for consideration (Appendix 3)
Sayler: Gifted and Talented Checklist for Teachers (Appendix 6)
SMART (Multiple Intelligences) assessment (Appendix 7, 8 for pre school – yr1 children)
Formal records e.g. Yr 3/5/7 test results
Anecdotal records
*Parent to complete Sayler Gifted and Talented Checklist for Parents* (Appendix 4/5)

**Step Three:**
SNC referral meeting – referring teacher to attend
*If identified as possibly gifted by SNC continue to step four, otherwise classroom teacher to continue with ongoing monitoring.*

**Step Four:**
Obtain parent permission for assessment by Guidance Officer

**Step Five:**
Guidance Officer - IQ Assessment, Social/emotional

**Step Six:**
Return to SNC to develop a plan of action.
### School Curriculum Provision for Gifted Education and Talented

*(based on Zigzag and Unicorn)*

<table>
<thead>
<tr>
<th>Strand 1</th>
<th>Strand 2</th>
<th>Strand 3</th>
<th>Strand 4</th>
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<tbody>
<tr>
<td><strong>Expanding Interests</strong></td>
<td><strong>Enhancing Education</strong></td>
<td><strong>Implementing Gifted Education</strong></td>
<td><strong>Educating the Gifted</strong></td>
</tr>
<tr>
<td>Activities designed to broaden student interests, identify talents and incorporate the perspectives, contributions and experiences of the full range of students.</td>
<td>Activities that introduce students to higher level thinking activities to extend students’ opportunities to participate in school and regional events or competitions.</td>
<td>Challenges that involve inclusive learning/teaching and feeling focused on teaching all students to use advanced skills and processes which match students’ learning needs and learning styles.</td>
<td>Individual or small group activities where students are challenged at high levels to further develop their talents to their full potential.</td>
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<tr>
<td><strong>PURPOSE</strong> To identify students with a high level of interest, talent and motivation who may benefit from opportunities to participate in similar activities at a higher level.</td>
<td>To identify students, including underachievers, for participation in school teams and withdrawal programs.</td>
<td>To identify students who need differentiation by implementing gifted education curriculum in all classrooms.</td>
<td>To identify students who need negotiated, differentiated curriculum (an individualised work program).</td>
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<td>Programs Providing Identification Opportunities</td>
<td>Examples:</td>
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<td>Examples:</td>
<td>Debating Club</td>
<td>G&amp;T Enrichment sessions:</td>
<td>Gifted Education</td>
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<td>Chess Club</td>
<td>Concerts</td>
<td>NASA Maths Program</td>
<td>Enrichment in regular classrooms</td>
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<td>Competitions</td>
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<td>EngQuest Competition</td>
<td>Modified programming in one or more KLAs</td>
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<td>Sports days- interschool and inter-house</td>
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<td>Energy Safety Competitions</td>
<td>Advanced work with deep level of understanding</td>
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<td>Whole school activity days</td>
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<td>Robotics</td>
<td>Challenges within contexts</td>
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<td>Swimming carnivals</td>
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<td>Perspective Drawing Course</td>
<td>Ability grouping</td>
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<td>Camps- Years 4 and 7</td>
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<td>Innovative application of ICTs- video editing,</td>
<td>Fast-paced content work in the gift area</td>
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<td>Choir</td>
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<td>animations</td>
<td>Independent Study (Kaplan Model)</td>
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<td>Instrumental Performances</td>
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<td>Renewable Energy Kits</td>
<td>Grouping of gifted students with curriculum</td>
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<td>Musicals</td>
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<td>Simple Machines</td>
<td>differentiation</td>
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<td>Art / Drama Festivals</td>
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<td>Optiminds</td>
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<td>National Competitions- Science, Maths, English,</td>
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<td>Days of Excellence - DEL, ACE, Fundamentals</td>
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<td>ICTs</td>
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<td>Buy Smart Competition</td>
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<td>Whole School Thinking Skills Program</td>
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<td>Maths Challenge Days</td>
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<td>Multiple Intelligences</td>
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<td>Mini tournament of Minds</td>
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<td>Raw Art</td>
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<td>Science Days</td>
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<td>(Sometimes these are extra-curricular activities)</td>
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<td>Enrichment Sessions</td>
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<td></td>
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<td>Art Festivals</td>
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<td>Days of Excellence</td>
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<td>Leadership courses</td>
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<td>Game Maker Club</td>
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<tr>
<td>(Community involvement to teach application)</td>
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<td>Participants: any students</td>
<td>Participants: any students</td>
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<td>Participants: any students</td>
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Maker Model of Differentiation:

**Modification of:**
- Content
- Abstract concepts
- Depth, complexity, variety
- study of methods of enquiry

**Product:**
- real problems
- real audiences
- real deadlines
- transformations
- evaluation

**Process:**
- High level thinking (Bloom)
- Critical and creative thinking
- Variable pacing
- Problem finding and solving

**Environment:**
- student-centred
- encourage independence
- open and accepting
- complex, with variety

**Seven categories of differentiation are:**
- Appropriate speed
- Cognitive processes
- Enrichment / extension
- Personal experience / autonomy
- Multiple intelligences
- Deductive thinking
- Social change

(Braggett L. E., 1997)
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<tr>
<th><strong>SELECTION CRITERIA FOR ENTRY INTO EXTENSION/ENRICHMENT PROGRAM</strong></th>
<th><strong>TEACHER ACTION</strong></th>
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| **The student will:**  
- Display advanced interest  
- Be an enthusiastic learner  
- Display motivation and talent  
- Show potential to participate in a field of study at a higher level | 1. Teacher observes and notes students who meet criteria for advanced studies.  
2. Teacher discusses extension/enrichment possibilities (also with parents).  
3. Students who meet criteria participate in higher level activities. | 2. Teacher rates students according to selection criteria.  
3. Teacher makes selection based on ratings.  
4. Selected students participate in withdrawal program. | 1. Teacher observes specific students during class sessions.  
2. Teacher rates students according to selection criteria.  
3. Teacher observes specific students during class sessions.  
4. Teacher rates students according to selection criteria.  
5. Selected students access differentiated curriculum. |
| Selection criteria are in accordance with Frasier's Traits, aptitudes and Behaviours, 1992 and TAGS checklists, 1995. Criteria are in accordance with the skills needed for entry into withdrawal programs.  
Examples:  
- Optiminds  
- Creativity, Leadership  
- Problem-solving ability  
- Communication  
- Interpersonal Skills  
- Thinkfest  
- Creativity, Curiosity  
- Problem-solving ability  
- Ability to work in groups  
- Enrichment Session  
- Analysis  
- Synthesis  
- Evaluation  
- Maths Challenge  
- Problem solving  
- Motivation  
- Analysis | 4. Teacher notes parent, peer, and self nominations.  
5. Teacher collates information and notifies students and parents of proposed program.  
6. Selected students access negotiated curriculum. | 2. Teacher uses checklist, intelligence test, achievement test, aptitude test, test of creative abilities, anecdotal records, and grades.  
3. Student, teacher, parents or experts develop Individual Student Profile.  
4. Gifted students access negotiated curriculum. | 1. Teacher, parents, or experts assess student products and performances.  
2. Teacher uses checklist, intelligence test, achievement test, aptitude test, test of creative abilities, anecdotal records, and grades.  
3. Student, teacher, parents or experts develop Individual Student Profile.  
4. Gifted students access negotiated curriculum. |


The student will have an area or areas of advanced interest and passionate attachment.

The student has demonstrated a high level of talent as well as independent learning skills.
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<tr>
<th>Extra Curricular Activities such as:</th>
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<tr>
<td>mini courses, e.g. cricket</td>
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<tr>
<td>drama and dance classes</td>
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<tr>
<td>music lessons</td>
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<td>swimming coaching</td>
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<td>Double Helix Science Club</td>
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<td>sports teams</td>
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<td>orienteering club</td>
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<tr>
<td>Vietnamese School</td>
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<td>Aboriginal dance troupe</td>
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<td>Aboriginal art classes</td>
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<tr>
<td>Writers' Circle</td>
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Some students may proceed to Strand 4 at this or any successive stage.

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<tr>
<th>Withdrawal Programs - to replace regular curriculum.</th>
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<tbody>
<tr>
<td>Examples:</td>
</tr>
<tr>
<td>Tournament of Minds</td>
</tr>
<tr>
<td>Thinkfest Programs</td>
</tr>
<tr>
<td>Enrichment afternoons</td>
</tr>
<tr>
<td>Maths Challenge Program</td>
</tr>
<tr>
<td>Leadership Courses</td>
</tr>
<tr>
<td>Camps, e.g. writers', the arts</td>
</tr>
<tr>
<td>Day/Week of Excellence</td>
</tr>
<tr>
<td>Excellence Expos</td>
</tr>
<tr>
<td>Philosophy</td>
</tr>
<tr>
<td>Youth of the Year (Lions)</td>
</tr>
<tr>
<td>Industry Placements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differentiated Curriculum – requires teachers to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>identify learning objectives</td>
</tr>
<tr>
<td>pre-test students for prior mastery</td>
</tr>
<tr>
<td>eliminate unnecessary teaching</td>
</tr>
</tbody>
</table>

Students may then participate in, for example:

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent study</td>
</tr>
<tr>
<td>Advanced Thinking skills Program, e.g. Future Problem solving</td>
</tr>
<tr>
<td>Advanced Maths Investigations</td>
</tr>
<tr>
<td>Extension Programs</td>
</tr>
<tr>
<td>Specific Courses, e.g. Computer programming</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negotiated Curriculum – curriculum which reflects the needs and abilities of the student.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis placed on negotiation and independent learning using:</td>
</tr>
<tr>
<td>Acceleration</td>
</tr>
<tr>
<td>Mentor Programs</td>
</tr>
<tr>
<td>Contracts, i.e. 'bought time'</td>
</tr>
<tr>
<td>Dual enrolments</td>
</tr>
<tr>
<td>Extension programs</td>
</tr>
</tbody>
</table>

E.g., Centres for Excellence (gymnastics, golf, the arts), Personalised Knowledge Pursuit.
8. Budget and Resources

Ipswich West State School's Gifted Education Action Plan is supported by:

- A nominal budget
- Specific support resources
- Effective Teaching Team
- Staff Professional Development

Co-ordination

The Support Teacher and Classroom Teacher work to facilitate the GATE Action Plan as recommended by the GATE Special Needs Committee. This role involves the Support Teacher working collaboratively with the Classroom Teacher by providing relevant support and/or resources - this may include support for planning, as a professional mentor and validate planned curriculum programs for identified students (within the current classroom program).

The role of the Classroom Teacher is to implement the IWSS Gifted and Talented.

<table>
<thead>
<tr>
<th>The role of the Support Teacher is to:</th>
<th>The role of the Classroom Teacher is to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assist in the collection of data for the identification process. Support Classroom Teacher in this data collection process.</td>
<td>1. Collect relevant data to substantiate referral of identified student and to implement IWSS G&amp;T identification process.</td>
</tr>
<tr>
<td>2. Raise awareness of a student's needs as per the school Referral Process.</td>
<td>2. Provide evidenced-based data after initial identification and awareness of a student's needs as per the school G&amp;T Referral Process.</td>
</tr>
<tr>
<td>3. Work with classroom teachers (support role) with the identification, planning and support of identified students.</td>
<td>3. Identify and plan differentiated components of current curriculum based on the needs of identified students.</td>
</tr>
<tr>
<td>4. Assist in the monitoring and reviewing of student progress with the class teacher/s of identified students.</td>
<td>4. Monitor and review student progress of identified students</td>
</tr>
<tr>
<td>5. Work as a member of school teams to enhance and extend learning outcomes for students who are gifted.</td>
<td>5. Work as a member of school teams to enhance and extend learning outcomes for students who are gifted.</td>
</tr>
<tr>
<td>7. Assist teachers where appropriate with an ongoing enrichment program for identified students.</td>
<td>7. Provide an ongoing enrichment program for identified students.</td>
</tr>
</tbody>
</table>
References and Resources

Education Queensland:
- Action Plan

- Framework

- Resources

- Kurongbah State School

The Learning Place – Gifted and Talented

Queensland Association for Gifted and Talented

Tony Ryan – Thinkers Keys
http://www.thinkerskeys.com/cms/pages/1/display.html

Edward De Bono – 6 Hats
http://www.edwdebono.com/index.html

Howard Gardner – Multiple intelligences
http://www howardgardner.com/
http://www.businessballs.com/howardgardnermultipleintelligences.htm
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability Grouping</td>
<td>Class or group assignment based on observed behavior or performance. Grouping according to ability and providing appropriate curriculum in a regular classroom.</td>
</tr>
<tr>
<td>Accelerated Learning</td>
<td>Strategies of progressing through education at rates faster or ages younger than the norm. There are multiple forms of acceleration strategies to be considered for Gifted and Talented students that include the intellectual and socio-emotional dimensions of learning.</td>
</tr>
<tr>
<td>Accountability</td>
<td>Holding students, teachers, administrators, and other school personnel responsible for instructional outcomes.</td>
</tr>
<tr>
<td>Advanced Placement (AP)</td>
<td>Where high schools offer courses that meet criteria established by institutions of higher education. In many instances, university credit may be earned with the successful completion of an AP exam in specific content areas.</td>
</tr>
<tr>
<td>Affective Curriculum</td>
<td>Curriculum that focuses on personal/social awareness and adjustment, and includes the study of values, attitudes, and self.</td>
</tr>
<tr>
<td>Aptitude</td>
<td>An inclination to excel in the performance of a certain skill.</td>
</tr>
<tr>
<td>Asynchrony</td>
<td>A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted children.</td>
</tr>
<tr>
<td>At-Risk</td>
<td>A term used to describe students whose economic, physical, emotional, or academic needs go unmet or serve as barriers to talent recognition or development, thus putting them in danger of underachieving or dropping out.</td>
</tr>
<tr>
<td>Authentic Assessment</td>
<td>Evaluating student learning through the use of student portfolios, performance, or observations in place or in conjunction with more traditional measures of performance such as tests and written assignments. The process allows students to be evaluated using assessments that more closely resemble real world tasks, such as a scientific experiment to demonstrate understanding of the laws of motion.</td>
</tr>
<tr>
<td>Bloom's Taxonomy</td>
<td>Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels within the taxonomy that move from basic to high levels of thinking. These include knowledge, comprehension, application, analysis, synthesis, and evaluation.</td>
</tr>
<tr>
<td>Brainstorming</td>
<td>Brainstorming is an activity used to generate many creative ideas that have no right or wrong answers and are accepted without criticism. Effective brainstorming is characterized by fluency and flexibility of thought.</td>
</tr>
<tr>
<td>Content Acceleration</td>
<td>Providing learning at higher age/grade or year level in a particular subject or at varied ability levels in different areas of the curriculum.</td>
</tr>
<tr>
<td>Compacted Curriculum</td>
<td>A more rapid movement through curricula: e.g. skip mastered sections.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Cluster Grouping</td>
<td>A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are &quot;clustered&quot; in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students.</td>
</tr>
<tr>
<td>Concurrent or Dual Enrollment</td>
<td>Most often refers to high school students taking college courses, often for college credit. Dual enrollment is viewed as providing high school students benefits such as greater access to a wider range of rigorous academic and technical courses, savings in time and money on a college degree, promoting efficiency of learning, and enhancing admission to and retention in college. The terms may also be used to refer to middle grade students taking high school courses and earning credit towards graduation.</td>
</tr>
<tr>
<td>Cooperative Learning</td>
<td>An instructional method that allows students to work in small groups within the classroom, often with a division of assignment of several specific tasks or roles. This group strategy allows students to practice working in a group and taking leadership roles. However, when gifted students participate in cooperative learning groups intentionally clustered by mixed ability students, special care must be taken to differentiate tasks appropriately.</td>
</tr>
<tr>
<td>Creativity</td>
<td>The process of developing new, uncommon, or unique ideas. The EQ definition of giftedness identifies creativity as a specific component of giftedness.</td>
</tr>
<tr>
<td>Criterion-Referenced Testing</td>
<td>An assessment that compares a student's test performance to their mastery of a body of knowledge or specific skill rather than relating their scores to the performance of other students.</td>
</tr>
<tr>
<td>Curriculum Compacting</td>
<td>After showing a level of proficiency in the basic curriculum, a student can then be allowed to exchange instructional time for other learning experiences.</td>
</tr>
<tr>
<td>Differentiation</td>
<td>Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.</td>
</tr>
<tr>
<td>Early Enhancement</td>
<td>Early identification allows schooling to start earlier with intellectual peers.</td>
</tr>
<tr>
<td>Enrichment</td>
<td>Activities that add or go beyond the existing curriculum. Activities may occur in the classroom or in a separate setting.</td>
</tr>
<tr>
<td>Flexible Grouping</td>
<td>An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.</td>
</tr>
<tr>
<td>Gifted and Talented Students</td>
<td>Gifted and talented students defined as &quot;Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.&quot;</td>
</tr>
</tbody>
</table>
Heterogeneous Grouping

Grouping students by mixed ability or readiness levels. A heterogeneous classroom is one in which a teacher is expected to meet a broad range of student needs or readiness levels.

High Mobility Composite Classes

Intellectually-based student peer groups that are not bound by year levels and age cohorts. Teachers who plan for stages of development versus age/grade show an awareness of this in action.

Homogeneous Grouping

Grouping students by need, ability, or interest. Although variations between students exist in a homogeneous classroom, the intent of this grouping pattern is to restrict the range of student readiness or needs that a teacher must address.

Independent Study

A self-directed learning strategy where the teacher acts as a guide or facilitator and the student plays a more active role in designing and managing his or her own learning.

Individual Education Plan (IEP)

An IEP is a document that delineates special education services for special needs students. The IEP includes any modifications that are required in the regular classroom and any additional special programs or services.

Intelligence

The ability to learn, reason and problem solve. Debate revolves around the nature of intelligence as to whether it is an innate quality or something that is developed as a result of interacting with the environment. Many researchers believe that it is a combination of the two.

Intelligence Quotient (IQ)

A numerical representation of intelligence. IQ is derived from dividing mental age (result from an intelligence test) by the chronological age times 100. Traditionally, an average IQ is considered to be 100.

International Baccalaureate (IB) Program

A demanding pre-university program that students can complete to earn college credit. IB emphasizes critical thinking and understanding of other cultures or points of view. A diploma is awarded at the completion of the IB program which allows graduates access to universities worldwide.

Learning Styles

Preferred way(s) in which individuals interact or process new information across the three domains of learning identified in the taxonomy of education objective: cognitive (knowledge), psychomotor (skills) and affective (attitude). An individual’s preferred learning style is how he/she learns best.

Magnet Schools

A public school program that focuses on a specific learning area such as math, science, technology, or the performing arts. Magnet schools have been established to meet the specific learning needs of the gifted.

Mentor

A community member who shares his or her expertise with a student of similar career or field of study aspirations. Forming intellectual, interest and skills partnerships between gifted and talented students and high achieving adults or older students.

Norm-Referenced Testing

An assessment that compares an individual’s results with a large group of individuals who have taken the same assessment (who are referred to as the “norming group”). Examples include the SAT and Iowa Tests of Basic Skills.
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parallel Curriculum Model</strong></td>
<td>A curriculum modification strategy to meet the needs of gifted students in terms of depth, complexity, and novelty. This model has four simultaneous pathways of development: Core or Basic Curriculum, Curriculum of Connections, Curriculum of Practice and the Curriculum of Identify.</td>
</tr>
<tr>
<td><strong>Portfolio Assessment</strong></td>
<td>An alternative or supplement to traditional measures of giftedness, portfolios offer a collection of student work over time that can help to determine achievement and progress. Many of the elements found in portfolios cannot be captured by a standardized test.</td>
</tr>
<tr>
<td><strong>Pull-Out Program</strong></td>
<td>A program which takes a student out of the regular classroom during the school day for special programming. This instruction is outside the regular mixed ability classroom.</td>
</tr>
<tr>
<td><strong>Rubric</strong></td>
<td>A rubric is a chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for standardized evaluation according to specified criteria, making grading simpler and more transparent.</td>
</tr>
<tr>
<td><strong>Self-Contained Classes</strong></td>
<td>These are designated classrooms for gifted students with staff trained in gifted education.</td>
</tr>
<tr>
<td><strong>Social-Emotional Needs</strong></td>
<td>Gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism. Counselors working in this area may address issues such as perfectionism, depression, underachievement, or career planning.</td>
</tr>
<tr>
<td><strong>Talent Development</strong></td>
<td>Programs, curricula, and services for gifted and talented students that can best meet their needs, promote their achievements in life, and contribute to the enhancement of our society when schools identify students' specific talent strengths and focus educational services on these talents.</td>
</tr>
<tr>
<td><strong>Telescope Curricula</strong></td>
<td>To cover the same amount of materials or activities in less time, thereby allowing more time for enrichment activities and projects that better suit the interests, needs, and readiness levels of gifted students.</td>
</tr>
<tr>
<td><strong>Tiered Assignments</strong></td>
<td>A differentiated instructional strategy in which all students work toward the same goal, but activities are geared toward each student's level of understanding.</td>
</tr>
<tr>
<td><strong>Twice Exceptional</strong></td>
<td>A term used to describe a student that is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being GT/LD.</td>
</tr>
<tr>
<td><strong>Underscoring or Underachievement</strong></td>
<td>A term used to describe the discrepancy between a student's performance and their potential, or ability to perform at a much higher level.</td>
</tr>
</tbody>
</table>
Identification Process/Checklist
For a Potentially Gifted Child

Step One:
Classroom teacher suspects a child of being Gifted and/or Talented

A parent suspects their child of being Gifted and/or Talented, possibly on enrolment.
Parent to complete Sayler Gifted and Talented Checklist for Parents. (Appendix 3/4)

Step Two:
Classroom teacher completes:
- G & T referral form (Appendix 2)
- Sayler: Gifted and Talented Checklist for Teachers (Appendix 5)
- SMART (Multiple Intelligences) assessment (Appendix 6, Appendix 7 for Prep – Year 1 children)
- Formal records e.g. Yr 3/5/7 test results
- Anecdotal records

Parent to complete Sayler Gifted and Talented Checklist for Parents (Appendix 3/4)
Completed documentation given to the SNC for consideration

Step Three:
SNC referral meeting – referring teacher to attend

If identified as possibly gifted by SNC continue to step four.

If not, classroom teacher to continue with ongoing monitoring.

Step Four:
Obtain parent permission for assessment by Guidance Officer

Step Five:
Guidance Officer - IQ Assessment, Social/emotional

Step Six:
Return to SNC to develop a plan of action.

 Teachers to photocopy as needed and submit as checklist with Referral Form to Special Needs Committee.
Ipswich West State School
Gifted and Talented Referral Form

Date of Referral:

NAME: ____________________________

YEAR LEVEL: ______________________

DATE OF BIRTH: _____________________

AGE: Years: ____________ Months: ____________

TEACHER/S: _______________________

Multiple Intelligences: These checklists are adapted from a variety of sources including the MUCUPS, MICA, MICY and MIQIEL assessment tools from the book *Seven Ways At Once: Classroom strategies based on the seven intelligences* by Helen McGrath and Toni Noble (1997, published by Longman). They can be used as a guide to determine students’ smarts. List the student’s scores in each ‘SMART’ area below.

<table>
<thead>
<tr>
<th>Art</th>
<th>Body</th>
<th>Maths</th>
<th>Music</th>
<th>Nature</th>
<th>People</th>
<th>Self</th>
<th>Word</th>
<th>Other</th>
</tr>
</thead>
</table>

Sayler: Gifted and Talented Checklist for Teachers completed and attached

Sayler: Gifted and Talented Checklist for Parents completed and attached

<table>
<thead>
<tr>
<th>Year 2 Diagnostic Nat. Results</th>
<th></th>
<th>Year Three Test</th>
<th></th>
<th>Year Five Test</th>
<th></th>
<th>Year Seven Test</th>
<th></th>
<th>Sporting Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>R:</td>
<td></td>
<td>R:</td>
<td></td>
<td>R:</td>
<td></td>
<td>W:</td>
<td></td>
<td></td>
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<td>W:</td>
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<td>N:</td>
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<td>N:</td>
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<td>N:</td>
<td></td>
<td>N:</td>
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<td>N:</td>
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</tbody>
</table>

Reading Age e.g. PM, RR

<table>
<thead>
<tr>
<th>Level:</th>
<th>Acc.:</th>
<th>Comp.:</th>
</tr>
</thead>
</table>

Spelling Age: South Australian

<table>
<thead>
<tr>
<th>Year Seven Test</th>
<th></th>
<th>Musical/Artistic Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>R:</td>
<td></td>
<td>W:</td>
</tr>
<tr>
<td>W:</td>
<td></td>
<td>N:</td>
</tr>
</tbody>
</table>

Leadership Roles

<table>
<thead>
<tr>
<th>Year Seven Test</th>
<th></th>
<th>Leadership Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>R:</td>
<td></td>
<td>W:</td>
</tr>
<tr>
<td>W:</td>
<td></td>
<td>N:</td>
</tr>
</tbody>
</table>

Area/s I believe the student to be gifted and/or talented in:

* * *

* * *

* * *

Student currently catered for through:

__________________________________________

__________________________________________

__________________________________________

Any areas of underachievement?

__________________________________________

__________________________________________

__________________________________________

Teacher’s signature: _______________________

Recommendations by SNC:

__________________________________________
THINGS MY YOUNG CHILD HAS DONE

The following is a checklist of characteristics of gifted young children. The examples after each item are there to help you to understand that item. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think your child is like the item by using the scale to the right of each item.

Mark strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how your child compares to an item, fill in the Unsure or don't know circle.

Use the space below the item for examples concerning your child, add as many details as you can remember. Be as specific as possible in describing your child's interests and accomplishments. The space is small, so please feel free to add extra pages of stories or examples to tell us more. If you can share some copies of your child's creative work, we would be delighted to have them. Use additional pages to describe anything you think is important about this child that we have not asked about.

Child's Name: ---------------------------------- DOB: ____________________

Your Name: ---------------------------------- Date: ____________________

School Name: ----------------------------------

My child:

1. Has quick accurate recall of information.
   (e.g. remembers complex happenings and describes them long afterwards in clear details; learns notes and words to songs quickly; remembers landmarks and turns on the way to familiar places)

   SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know
   A personal example:

   2. Shows intense curiosity and deeper knowledge than other children.
   (E.g. insatiable need to know and explore; later on he or she collects things and then learns all he or she can about them; remembers things in great detail)

   SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know
   A personal example:
3. Is empathetic, feels more deeply than do other children that age.
(e.g. feels unusual hurt or pain when he or she displeases someone; shows pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know
A personal example:

4. Uses advanced vocabulary.
(E.g. correctly uses vocabulary adults would expect from older children; surprises adults and children with words they use; knows more words than other children; stops to ask about new words then remembers them and uses them correctly later)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know
A personal example:

5. Began to read, write or use numbers early.
(e.g. early interest in the alphabet and or numbers; liked to imitate writing as a toddler; copied letters, words or numbers; learned to read or count early without formal instruction; developed computational skills earlier than others)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know
A personal example and approximate age of your child at the time:

6. Understood phrases or brief sentences as an infant.
(E.g. listened intently; understood and acted on short sentences such as 'Give mum a hug' or 'Bring me the book and I will read to you')

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know
A personal example and approximate age of your child at the time:
7. Began speaking first in words and sentences earlier than other children.
(e.g. spoke first words before age one; went from saying individual words to speaking in sentences quickly or, spoke first words later than age one and quickly moved to speaking in complete sentences; carried on conversations with adults as if they were peers)

SA 10 9 8 7 6 5 4 3 2 1 0 SD       o Unsure or don't know
A personal example and approximate age of your child at the time:

8. Early motor development.
(e.g. very visually attentive during the first six months, watched people carefully; followed movement intently; walked early; fed himself or herself sooner than other children; active use of toys and puzzles)

SA 10 9 8 7 6 5 4 3 2 1 0 SD       o Unsure or don't know
A personal example and approximate age of your child at the time:

9. Shows unusually intense interest and enjoyment when learning new things.
(E.g. listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)

SA 10 9 8 7 6 5 4 3 2 1 0 SD       o Unsure or don't know
A personal example:

10. Has an advanced sense of humour or sees incongruities as funny.
(E.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words)

SA 10 9 8 7 6 5 4 3 2 1 0 SD       o Unsure or don't know
A personal example:
11. Understands things well enough to teach others.
(E.g., likes to play school with other children, dolls or stuffed animals; talks like an ‘expert’ or likes to discuss certain topics a lot; explains ideas to adults when he or she doesn’t think the adult understands very well)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don’t know
A personal example:

12. Is comfortable around older children and adults.
(e.g., craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; likes to play board games designed for older children, teens or adults; often plays with and is accepted by older children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don’t know
A personal example:

13. Shows leadership abilities.
(e.g., sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or to influence other children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don’t know
A personal example:

(e.g., finds unique or nontraditional ways; plays for long periods of time with imaginary friends; diligent in getting things they want regardless of where you’ve put them; makes believable endings to stories)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don’t know
A personal example:
15. Uses imaginative methods to accomplish tasks.
(e.g. presents unique arguments in order to convince others to allow him or her to do or get things; finds imaginative ways to get out of doing things they don't want to do; curious with a high energy level that is goal directed)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  a Unsure or don't know
A personal example:

16. Use the rest of this page or its back to tell us anything you think is important about your child that we have not asked about. Please feel free to add any information you think might be useful in giving us a clear picture of what your child has done.

Be as specific as possible in describing your child's interests and accomplishments. If you can share some copies of your child's creative work, we would be delighted to have them.
THINGS MY CHILD HAS DONE

Carefully read each of the following descriptions. Each item is followed by a series of examples; use the examples to help understand the description in the item. Decide how much you agree that your child is like the description.

Mark your agreement on the scale from strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item.

If you are unclear or haven’t noticed how your child compares to an item, fill in the Unsure or don’t know circle. Then, tell us about a time your child did the things in the item. Try to recall specific incidents or examples about your child. Feel free to add extra pages of stories or examples to tell us more about your child.

Child’s Name: ___________________________ DOB: __________________

Your Name: ___________________________ Date: __________________

School Name: ___________________________

My child:

1. Has quick recall of information.
   (e.g. immediately remembers facts, series of numbers, events, words from songs or movies, or parts of conversation heard earlier)

   SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don’t know

   A personal example: ___________________________

2. Knows a lot more about some topics than do other children that age.
   (e.g. recounts facts about dinosaurs, sports, electronics, maths, books, animals, music, art, etc; finds out a lot about a particular subject on his or her own)

   SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don’t know

   A personal example: ___________________________
3. Uses advanced vocabulary.
(e.g. surprises older children and adults with the big words used; uses words unusual for a child, knows the correct terms, exact words or labels for things; acts and speaks like a grown-up when talking to adults; uses simpler words when talking to peers or younger children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know
A personal example:

4. Began to read or write early.
(e.g. said or could read individual words at a very young age; started to read before entering school; likes to write or tell stories; learned to read without being taught)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know
A personal example and age of child at the time:

5. Shows unusually intense interest and enjoyment when learning about new things.
(e.g. has lots of energy and interest when learning; frequently and persistently asks how and why questions; is not satisfied with simple answers; wants to know details; loves how-to-do-it and nonfiction books)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know
A personal example:

6. Understands things well enough to teach others.
(e.g. teaches other children how to do things; explains things so that others can understand; explains areas of interest to adults)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know
A personal example:
7. Is comfortable around adults.
(e.g. spends time with and talks to adults who visit the house; likes the company of adults; enjoys talking with adults; understands adult humour and can relate to funny sayings or jokes adults can appreciate)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know

A personal example:

8. Shows leadership abilities.
(e.g. other children ask my child for help; organises games and activities for self or others; makes up the rules and directs group activities; may be bossy)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know

A personal example:

9. Is resourceful and improvises well.
(e.g. puts together various household objects to make inventions or solve a problem; uses unusual objects for projects; uses objects in unusual ways; makes 'something out of nothing')

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know

A personal example:

10. Uses imaginative methods to accomplish tasks.
(e.g. makes creative short cuts; doesn't always follow the rules; good at finding creative ways to get out of work)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know

A personal example:
11. Use the rest of this page or its back to tell us anything you think is important about your child that we have not asked about. Please feel free to add any information you think might be useful in giving us a clear picture of what your child has done.

Be as specific as possible in describing your child's interests and accomplishments. If you can share some copies of your child's creative work, we would be delighted to have them.
THINGS THIS CHILD HAS DONE

The following is a checklist of characteristics of gifted young children. The examples after each item are there to help you to understand that item. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think this child is like the item by using the scale to the right of each item.

Mark strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how this child compares to an item, fill in the Unsure or don't know circle.

Use the space below the item for examples concerning the child, add as many details as you can remember. Be as specific as possible in describing the child's interests and accomplishments. The space is small, so please feel free to add extra pages of stories or examples to tell us more. If you can share some copies of this child's creative work, we would be delighted to have them. Use additional pages to describe anything you think is important about this child that we have not asked about.

Child's name: ___________________________ DOB: ___________________________

Teacher's name: ___________________________ Date: ___________________________

This child:

1. Has quick accurate recall of information.
   (e.g. good short and long-term memory; quick to provide facts, details, or stories related to complex events; learns quickly and recalls accurately words to songs, poems, stories, or conversations; points out connections between ideas and events)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know
An example:

2. Shows intense curiosity and deeper knowledge than other children.
   (e.g. asks questions incessantly once imagination has been aroused, pays close attention when learning, has an enthusiastic need to know and explore, remembers things in great detail)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don't know
An example:
3. Is empathetic, feels more deeply than do other children that age.
   (e.g. exhibits maturity usually associated with older children; shows unusual hurt or pain when he or she displeases someone; displays pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language)

4. May not always display their advanced understanding in everyday situations.
   (e.g. becomes cranky or non-compliant when fatigued or stressed; playground behaviour may not reflect their verbal reasoning about the same situations; may be frustrated with their ability to meet their own high expectations)

5. Uses advanced vocabulary.
   (e.g. correctly uses vocabulary and phrasings adults would expect from older children; surprises adults and children with big words or phrases they use; likes complex communication and conversations)

6. Reads, writes, or uses numbers in advanced ways.
   (e.g. reads earlier than most children or if learns to read at the same time as most children, does so very quickly; likes to read rapidly to get the gist of a story even though some words are skipped or mispronounced; interest in copying or using letters, words or numbers; uses computational skills earlier than others)
7. **Advanced play interests and behaviours.**
(e.g. exhibits play interests that resemble those of older children; likes to play board games designed for older children, teens or adults; more apt to be interested in cooperative play, complex play situations, or sophisticated play activities)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know
An example:

8. **Shows unusually intense interest and enjoyment when learning about new things.**
(e.g. spends long periods of time exploring interesting new things; listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know
An example:

9. **Has an advanced sense of humour or sees incongruities as funny.**
(e.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words; sees humour in situations, even ones against him or her, and laughs at the situation)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know
An example:

10. **Understands things well enough to teach others.**
(e.g. likes to play school with other children, dolls or stuffed animals; talks like an 'expert' or likes to discuss certain topics a lot; explains ideas to adults when he or she doesn't think the adult understands very well)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know
An example:
11. Is comfortable around older children and adults.
(e.g. craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; often plays with and is accepted by older children)
SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know
An example:

12. Shows leadership abilities.
(e.g. has a verbal understanding of social situations; sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or to influence other children)
SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know
An example:

13. Is resourceful and improvises well.
(e.g. makes ingenious or functional things from LEGO or other building toys; uses toys in unique or nontraditional ways; plays with or carries on conversations with imaginary friends; makes up believable endings to stories)
SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know
An example:

(e.g. understands game rules quickly; learns from mistakes in playing games; sees errors or losses as learning experiences rather than failures; monitors difficulty of task to push self to more challenging levels)
SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know
An example:
15. Uses imaginative methods to accomplish tasks.
(e.g., presents unique arguments in order to convince others to allow him or her to do or get things; finds imaginative ways to get out of doing things they don’t want to do; curious with a high energy level that is goal directed)

SA 10 9 8 7 6 5 4 3 2 1 0 SD   * Unsure or don’t know

An example:

16. Use the rest of this page or its back to tell us anything you think is important about this child that we have not asked about. Please feel free to add any information you think might be useful in giving us a clear picture of what the child has done.

Be as specific as possible in describing the child’s interests and accomplishments. If you can share some copies of this child’s creative work, we would be delighted to have them.
Discovering your SMARTS:
A Multiple Intelligence Checklist

Your Name: ______________________

<table>
<thead>
<tr>
<th>“BODY SMART”</th>
<th>“MUSIC SMART”</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy sports</td>
<td>I like singing</td>
</tr>
<tr>
<td>I like working with my hands</td>
<td>I enjoy listening to music</td>
</tr>
<tr>
<td>I understand better when I do “hands on” activities</td>
<td>I find sounds fascinating</td>
</tr>
<tr>
<td>I really like acting</td>
<td>I play a musical instrument</td>
</tr>
<tr>
<td>I like to move around a lot when I’m working</td>
<td>I sometimes make up my own songs</td>
</tr>
<tr>
<td>I prefer sporting programs on television</td>
<td>My favourite television programs are</td>
</tr>
<tr>
<td>If you were giving me a present, I would like some sports equipment</td>
<td>programs with music and singing like High Five</td>
</tr>
<tr>
<td>I love to dance</td>
<td>If you were giving me a present, I would like a music CD</td>
</tr>
<tr>
<td>My favourite activities at school are PE and drama</td>
<td>My favourite subject is music</td>
</tr>
</tbody>
</table>

SCORE: ________

<table>
<thead>
<tr>
<th>“GROUP SMART”</th>
<th>“SELF SMART”</th>
</tr>
</thead>
<tbody>
<tr>
<td>I really like working with other people</td>
<td>I prefer to work on my own</td>
</tr>
<tr>
<td>I enjoy helping others</td>
<td>I like to think things through in my mind</td>
</tr>
<tr>
<td>I like meeting new people</td>
<td>I keep a diary or journal</td>
</tr>
<tr>
<td>I really enjoy playing sport in a team</td>
<td>I often reflect on how well I am doing</td>
</tr>
<tr>
<td>I have a lot of friends</td>
<td>I like to think about how I feel</td>
</tr>
<tr>
<td>I have good ideas for our classroom</td>
<td>I often wonder what other people are thinking</td>
</tr>
<tr>
<td>My favourite television shows are “soapis” like Home and Away and Neighbours</td>
<td>I like to set goals</td>
</tr>
<tr>
<td>If you were to give me a present, I would like an outing with my friends</td>
<td>If you were giving me a present, I would like a diary</td>
</tr>
<tr>
<td>My favourite time at school is when we have group work</td>
<td>My favourite time at school is when I can choose my own individual work</td>
</tr>
</tbody>
</table>

SCORE: ________

SCORE: ________
<table>
<thead>
<tr>
<th>“WORD SMART”</th>
<th>“MATH/LOGIC SMART”</th>
</tr>
</thead>
<tbody>
<tr>
<td>I really like reading</td>
<td>I like to learn step by step</td>
</tr>
<tr>
<td>I like to write stories and poems for others to read</td>
<td>I enjoy solving problems</td>
</tr>
<tr>
<td>I know the meaning of many words</td>
<td>I like to explain how things work to people</td>
</tr>
<tr>
<td>I enjoy word puzzles like crosswords and word searches</td>
<td>Working with numbers is fun</td>
</tr>
<tr>
<td>I like telling jokes, riddles and stories</td>
<td>I like setting up science experiments</td>
</tr>
<tr>
<td>I like making speeches and doing debates</td>
<td>I am happy when things seem logical (they make sense and can be explained)</td>
</tr>
<tr>
<td>My favourite television programs have witty scripts/ sitcoms like Malcolm in the Middle or The Simpsons</td>
<td>My favourite television programs are documentaries</td>
</tr>
<tr>
<td>If you were giving me a present I would like a book</td>
<td>If you were giving me a present I would like a board or computer game</td>
</tr>
<tr>
<td>My favourite subject is English/Language Arts</td>
<td>My favourite subjects are maths and science</td>
</tr>
</tbody>
</table>

**SCORE:** ______

<table>
<thead>
<tr>
<th>“PICTURE SMART”</th>
<th>“NATURE SMART”</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like drawing and painting</td>
<td>I enjoy photography</td>
</tr>
<tr>
<td>I enjoy making models, murals and collages</td>
<td>I like to hike through bushland settings</td>
</tr>
<tr>
<td>I like using pictures and diagrams to learn</td>
<td>I have a pet/s that I care for myself</td>
</tr>
<tr>
<td>I can see the finished product in my mind</td>
<td>I enjoy gardening</td>
</tr>
<tr>
<td>Colour is important to me</td>
<td>I prefer television programs with a focus on nature like Burke’s Backyard, Ground Force or Animal Hospital</td>
</tr>
<tr>
<td>I can draw maps from memory</td>
<td>I enjoy camping and hiking</td>
</tr>
<tr>
<td>I prefer television programs involving art and craft demonstrations</td>
<td>If you were to give me a present, I would like tickets to Australia Zoo or Alma Park Zoo</td>
</tr>
<tr>
<td>If you were going to give me a present, I would like a jigsaw puzzle</td>
<td>I prefer to be outside</td>
</tr>
<tr>
<td>My favourite subject is art</td>
<td>I care about the environment by reusing and recycling</td>
</tr>
</tbody>
</table>

**SCORE:** ______
### Multiple Intelligence Checklist for Prep and Year One Students

*(based upon *Seven Ways at Once* Book 1 and may be photocopied for classroom use.)*

**Name of Student:** __________________________ **Class:** ________ **Year Level:** ________

<table>
<thead>
<tr>
<th>Ask the question:</th>
<th>Circle One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you rather write a story or do a maze?</td>
<td>Word</td>
</tr>
<tr>
<td>Would you rather work by yourself or in a group?</td>
<td>Self</td>
</tr>
<tr>
<td>Would you rather read a book or go fishing?</td>
<td>Word</td>
</tr>
<tr>
<td>Would you rather draw a picture or read a book?</td>
<td>Picture/ Spatial</td>
</tr>
<tr>
<td>Would you rather sing a song or paint a picture?</td>
<td>Music</td>
</tr>
<tr>
<td>Would you rather dance or work with numbers (counting etc)?</td>
<td>Body</td>
</tr>
<tr>
<td>Would you rather write stories or play a musical instrument?</td>
<td>Word</td>
</tr>
<tr>
<td>Would you rather talk to others or look after a pet?</td>
<td>People/ Group</td>
</tr>
<tr>
<td>Would you rather go camping or watch a video?</td>
<td>Nature</td>
</tr>
<tr>
<td>Would you rather make up your own song or bounce and catch a ball?</td>
<td>Music</td>
</tr>
<tr>
<td>Would you rather play a sport or collect things?</td>
<td>Body</td>
</tr>
<tr>
<td>Would you rather read a book or play with blocks?</td>
<td>Word</td>
</tr>
<tr>
<td>Would you rather do a jigsaw or make patterns with counters?</td>
<td>Picture/ Spatial</td>
</tr>
<tr>
<td>Would you rather play a game in a group or learn a new song?</td>
<td>People/ Group</td>
</tr>
<tr>
<td>Would you rather play a computer game or make a musical instrument?</td>
<td>Math/Logic</td>
</tr>
<tr>
<td>Would you rather build with blocks or feed a pet?</td>
<td>Body</td>
</tr>
<tr>
<td>Would you rather imagine by yourself or weed a garden?</td>
<td>Self</td>
</tr>
<tr>
<td>Would you rather read your story to the class or paint a picture?</td>
<td>Word</td>
</tr>
<tr>
<td>Would you rather think about yourself or think about others?</td>
<td>Self</td>
</tr>
<tr>
<td>Would you rather make patterns or pick your own activity?</td>
<td>Math/ Logic</td>
</tr>
<tr>
<td>Would you rather work outside or write in a diary?</td>
<td>Nature</td>
</tr>
<tr>
<td>Would you rather play a game in a group or work with numbers (counting etc)?</td>
<td>People/ Group</td>
</tr>
<tr>
<td>Would you rather do a drawing or play in the adventure playground?</td>
<td>Picture/ Spatial</td>
</tr>
<tr>
<td>Would you rather be a group leader or play a musical instrument?</td>
<td>People/ Group</td>
</tr>
</tbody>
</table>
Tally the results:

<table>
<thead>
<tr>
<th>Intelligence/ Smart</th>
<th>Tally Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math/ Logic</td>
<td></td>
</tr>
<tr>
<td>Picture/ Spatial</td>
<td></td>
</tr>
<tr>
<td>Body</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td></td>
</tr>
<tr>
<td>People/ Group</td>
<td></td>
</tr>
<tr>
<td>Self</td>
<td></td>
</tr>
<tr>
<td>Nature</td>
<td></td>
</tr>
</tbody>
</table>

Preferred Intelligence/ Predominant Smart

<table>
<thead>
<tr>
<th>Order</th>
<th>Score</th>
<th>Intelligence/ Smart</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td></td>
<td></td>
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<tr>
<td>5th</td>
<td></td>
<td></td>
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<tr>
<td>6th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mark the predominant Smarts in RED.