

Pediatric Mental Health Care Access Grant

Gifted/Talented: Recognizing the Potential for being Twice-Exceptional

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OBJECTIVES

- 1. Review the History and Current Criteria of Giftedness**
- 2. Identify Strengths and Challenges**
- 3. Ensuring Content Development**

HISTORY AND CURRENT CRITERIA OF GIFTEDNESS



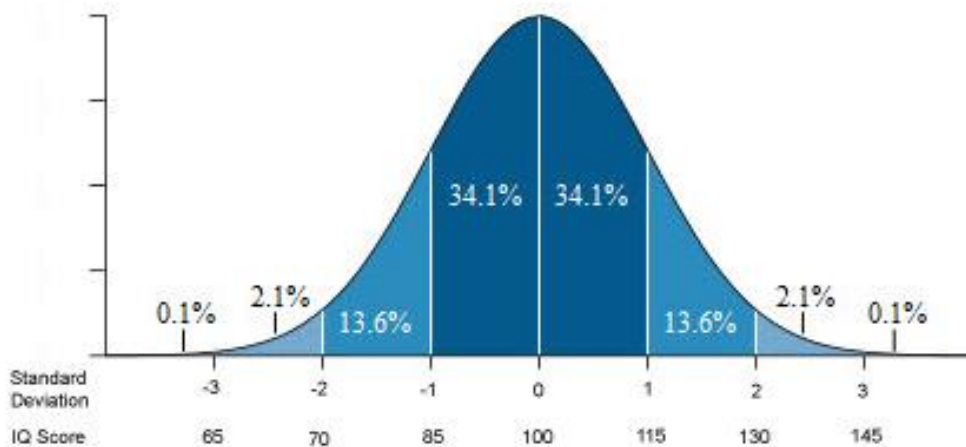
HISTORY AND CURRENT CRITERIA

- **U.S. Department of Education (1993)**
 - Children and youth with outstanding talent perform or show the potential for performing at high levels of accomplishment when compared with others their age, experience, or environment
- **National Association for Gifted Children**
 - Students with gifts and talents perform—or have the capability to perform—at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential.

HISTORY AND CURRENT CRITERIA

- Gifted
 - Exceptional Cognitive Potential
- Talented
 - Exceptional Skills
 - Visual-Spatial Ability
 - Language
 - Art
 - Music
 - Science

HISTORY AND CURRENT CRITERIA





HISTORY AND CURRENT CRITERIA

- **Intelligence Quotient (IQ) Tests**
 - **Wechsler Intelligence Scale for Children Fifth Edition (WISC-V)**
 - **Stanford-Binet Intelligence Scale**
 - **Universal Nonverbal Intelligence**
 - **Differential Ability Scales**
 - **Woodcock Johnson III Tests of Cognitive Abilities**

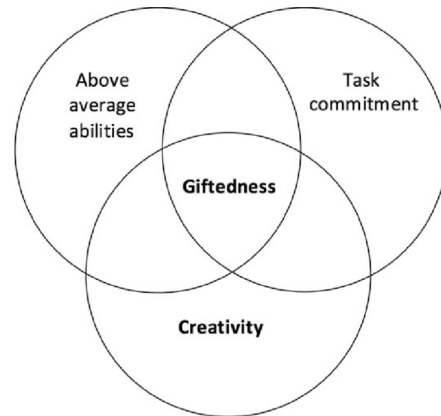


HISTORY AND CURRENT CRITERIA

- **Wechsler Intelligence Scale for Children – Fifth Edition**
 - **Full-Scale Intelligence Quotient (IQ)**
 - **Verbal Comprehension Index**
 - **Visual-Spatial Ability Index**
 - **Fluid Reasoning Index**
 - **Working Memory Index**
 - **Processing Speed Index**

HISTORY AND CURRENT CRITERIA

- **Three Ring Conception**
 - **Above Average General Abilities**
 - **General Abilities**
 - **Specific Abilities**
 - **High Level of Task Commitment**
 - **Motivation Turned Into Action**
 - **Creativity**
 - **Fluency**
 - **Flexibility**
 - **Originality**



Renzulli (1986)

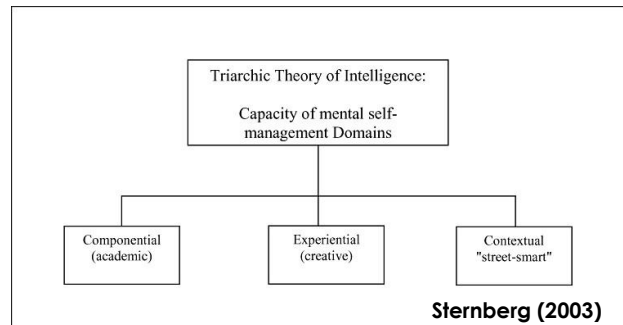
HISTORY AND CURRENT CRITERIA

- **Five Characteristics**
 - **Learning**
 - **Self-Determination**
 - **Creative Thinking**
 - **Social Leadership**
 - **Motivation**

McAlpine & Reid (1996)

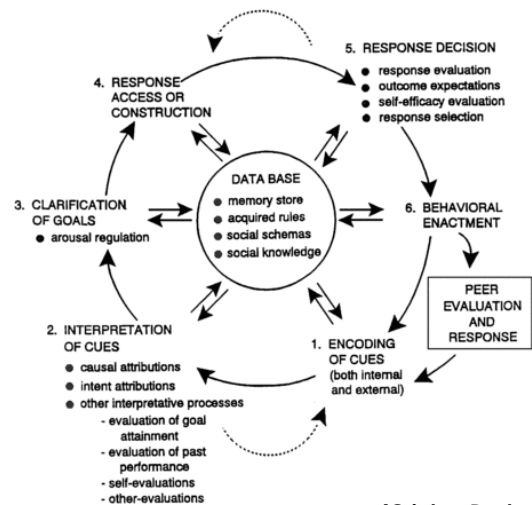
HISTORY AND CURRENT CRITERIA

- **Successful Intelligence**
 - The ability to adapt, shape and select environments to accomplish one's goals and those of one's society and culture
- **Componential (Academic)**
- **Experiential (Creative)**
- **Contextual (Practical)**



HISTORY AND CURRENT CRITERIA

- **Social Information Processing**
 - **Encoding**
 - **Interpretation**
 - **Clarification**
 - **Response Access**
 - **Response Decision**
 - **Behavior**



(Crick & Dodge, 1994)

HISTORY AND CURRENT CRITERIA

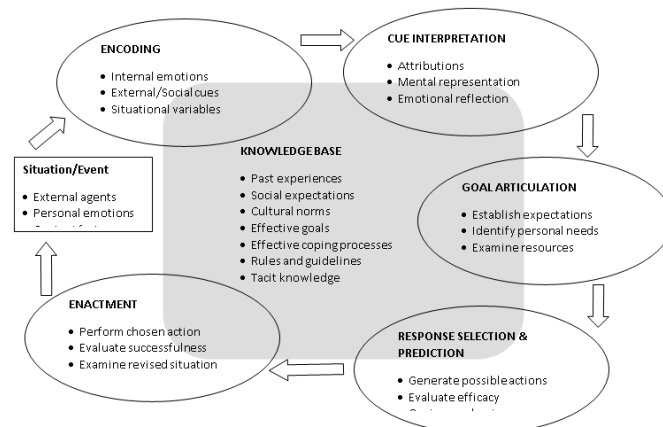
Academic intelligence offers virtually no preparation for the turmoil—or opportunity—life’s vicissitudes bring. Yet even though a high IQ is no guarantee of prosperity, prestige, or happiness in life, our schools and our culture fixate on academic abilities. Ignoring emotional intelligence, a set of traits –some might call it character—that also matters immensely for our personal destiny

Goleman (1995)

HISTORY AND CURRENT CRITERIA

• Emotional Intelligence

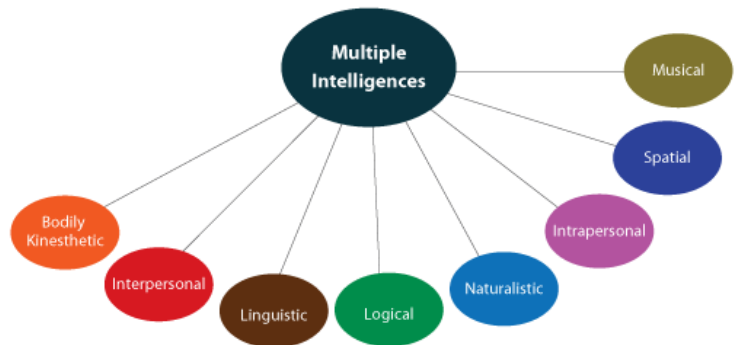
- Encoding
- Cue Interpretation
- Goal Articulation
- Response Selection
- Enactment



Cassady & Boseck (2008)

HISTORY AND CURRENT CRITERIA

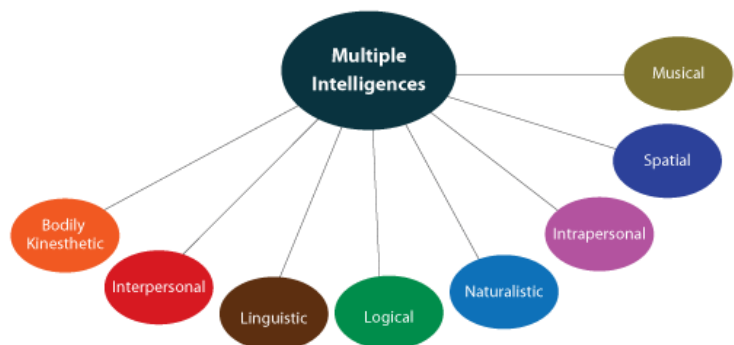
- Multiple Intelligences
 - Linguistic
 - Logical/Mathematical
 - Spatial
 - Bodily-Kinesthetic
 - Musical
 - Interpersonal
 - Intrapersonal
 - Naturalistic



Gardner (1995)

HISTORY AND CURRENT CRITERIA

- Multiple Intelligences
 - Linguistic
 - Logical/Mathematical
 - Spatial
 - Bodily-Kinesthetic
 - Musical
 - Interpersonal
 - Intrapersonal
 - Naturalistic
 - *Spiritual Intelligence*
 - *Existential Intelligence*
 - *Moral Intelligence*



Gardner (2011)

COGNITIVE, SOCIAL, BEHAVIORAL, AND EMOTIONAL STRENGTHS AND CHALLENGES



STRENGTHS AND CHALLENGES

- **Asynchronous Development**
 - Being gifted in one area does not mean that a child is gifted in every area
- **Twice-Exceptional (2E) Learners**
 - **Learning disabilities**
 - **Behavioral Disorders**
 - Attention-Deficit/Hyperactivity Disorder
 - Disruptive Mood Dysregulation Disorder
 - **Social and Language Disorders**
 - Social (Pragmatic) Communication Disorder
 - Autism Spectrum Disorder
 - **Emotional Disorders**
 - Depression
 - Anxiety

CONTENT DEVELOPMENT



Expectation is the Thief of Joy



CONTENT DEVELOPMENT

- **Sleep**
- **Physical activity**
- **Nutrition**
- **Screen Time and Social Media**
- **School Support**
- **Social Support**



CONTENT DEVELOPMENT

- **Academic**
- **Behavioral**
- **Emotional**
- **Social/Language**



CONTENT DEVELOPMENT

- **Academic**
 - Identification
 - Acceleration
 - Curriculum Compacting
 - Grouping
 - Specialized Pull-Out Programming
 - Science, Technology, Engineering, and Mathematics (STEM)
 - Teacher Training



CONTENT DEVELOPMENT

- **Behavioral**
 - Focusing on strengths can lead to missing warning signs
 - Gifted children have a unique social-emotional profile
 - Parent Training
 - Modeling
 - Therapies
 - Mental Health Therapy
 - Behavior-Based Therapies
 - Executive Functioning Training
 - Occupational Therapy



CONTENT DEVELOPMENT

- **Emotional**
 - **Cognitive Therapy**
 - **Behavioral Therapy**
 - **Cognitive-Behavioral Therapy**



CONTENT DEVELOPMENT

- **Social/Language**
 - **Applied Behavior Analysis**
 - **Behavioral Psychology**
 - **Positive Behavior Supports**
 - **Developmental Psychology**
 - **Special Education**
 - **Speech/Language Pathology**

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