

IS YOUR CHILD GIFTED?

All children have special abilities and strengths, but some have gifts that are far beyond those of other children their age. If you think that your child has an unusual ability in one or more areas such as math or reading or in the arts or leadership, you may want to begin the process of formal identification by filling out a [Parent Inventory](#).

Students may be nominated and identified at any time. Young children (grades K-3) are not formally screened but may be recommended by their classroom teacher for further assessment.

The first step is to discuss this with your child's teacher. He or she will be able to tell you how your child's abilities compare with other children his or her age. Be aware that gifted children do not always behave perfectly and occasionally teachers do not "see" giftedness in children who are disruptive or who may challenge the teacher.

If you and the teacher do not agree and you feel strongly that your child may be gifted, contact the Director of Teaching and Learning.

Bright Child Versus Gifted Child

Some of the research by Janice Szabos helps distinguish between children who are bright versus children who are gifted. Bright children have educational strengths to be admired. Their strengths can be supported and educational opportunities can be enhanced within the classroom. It is important for teachers to be able to differentiate instruction. Gifted students' needs can often be met within the regular classroom as well. Janice Szabos shared the following information in the *Gifted Child Quarterly*, as well as *Challenge Magazine*. It is important to note not all descriptors must be present to determine brightness or giftedness.

These distinctions can be used as a teacher checklist to identify gifted and talented students.

A Bright Child...	A Gifted Child...
Knows the answers.	Asks the questions.
Is interested.	Is highly curious.
Is attentive.	Is mentally and physically involved.
Has good ideas.	Has wild, silly ideas.
Works hard.	Plays around, yet tests well.
Answers the questions.	Discusses in detail and elaborates.
Is in the top group.	Is beyond the group.
Listens with interest.	Shows strong feelings and opinions.
Learns with ease.	Already knows.
Needs 6-8 repetitions for mastery.	Needs 1-2 repetitions for mastery.
Understands ideas.	Constructs abstractions.
Enjoys peers.	Prefers adults.
Grasps the meaning.	Draws inferences.
Completes assignments.	Initiates projects.
Is receptive.	Is intense.
Copies accurately.	Creates new designs.
Enjoys school.	Enjoys learning.
Is a Technician.	Is an Inventor.
Absorbs information.	Manipulates information.
Good memorizer.	Good guesser.
Prefers straightforward tasks.	Thrives on complexity.
Is alert.	Is keenly observant.
Is pleased with own learning.	Is highly self-critical.