

Identification – Who Needs It?



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When is identification important?



- When conditions for learning are optimal:
 - Developmental considerations – acceleration vs. enrichment
 - University-based programs/ K-12 programs
- When conditions for learning are less than optimal

Definitions of Giftedness



- What role does a definition play in identification ?
- Who is served by the definition?
- Who is NOT served by the definition?
- Does your district have a definition of giftedness?
- What is your definition of giftedness – does it align with your district's/schools definition?
- **Which comes first – the definition or the student?**

Identification of Giftedness?



- Which comes first – the definition or the student?
 - Many schools systems have a program definition so they look for students who would benefit from the program
 - In U.S. over 70% of the programs are enrichment
 - Enrichment = depth and breadth, so the identification process becomes focused on finding the generally gifted student

What is the Generally Gifted Student



- Schoolwide Enrichment Model:
- High achievement, high motivation, high creativity
- Very strong emphasis on program placement

Program delivery systems



- Program delivery systems in school districts
 - Resource room,
 - Special interest clubs,
 - Summer programs

Identification Issues with Respect to Acceleration of the Individual Student



- First question: Placement vs. Programming
- Information needed: Ability, Aptitude, or Achievement (grade level and above-grade level)
- Availability of assessment: private psychologist, educator

Are school-based programs and university-based programs alike?



- University-based programs use a talent development model
- Started by Julian Stanley in 1972
 - System of above-level testing to DISCOVER TALENT
 - Once discovered, talent needs to be developed

When is assessment/testing important?



- When conditions are less than optimal:
 - Developmental Inconsistencies
 - Anxiety (Stress vs. Stretch)
 - Underachievement
 - Twice-Exceptional (or more) Students

Twice-exceptional



- It is not possible to diagnose a disorder without a comprehensive assessment