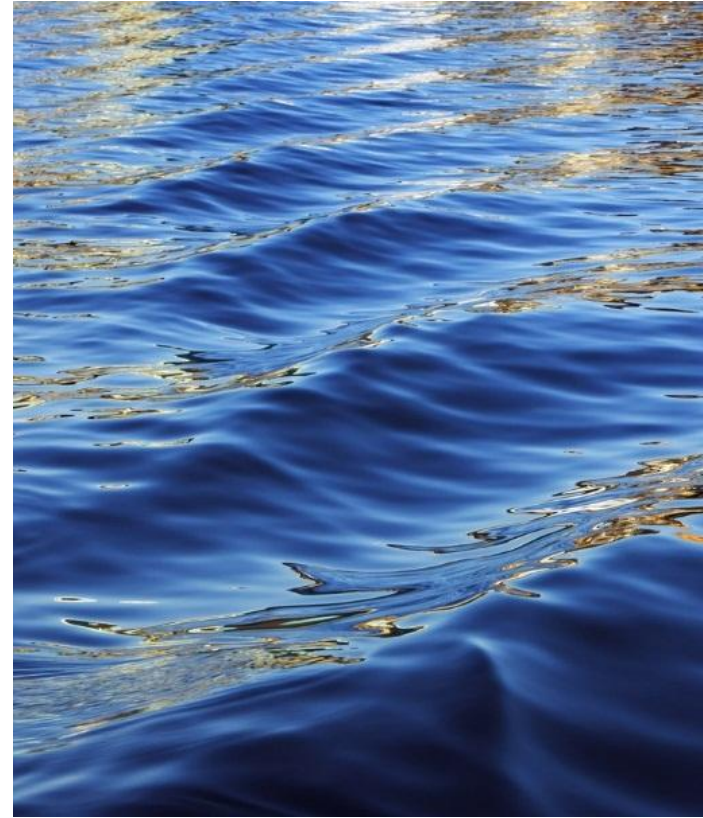




Growing Your Gifted Child in Elementary School

Michele DiGiulian, Coordinator of Advanced Learning





Gifted/Advanced Students and How Does AACPS Identify Them?



Maryland's Definition of Giftedness



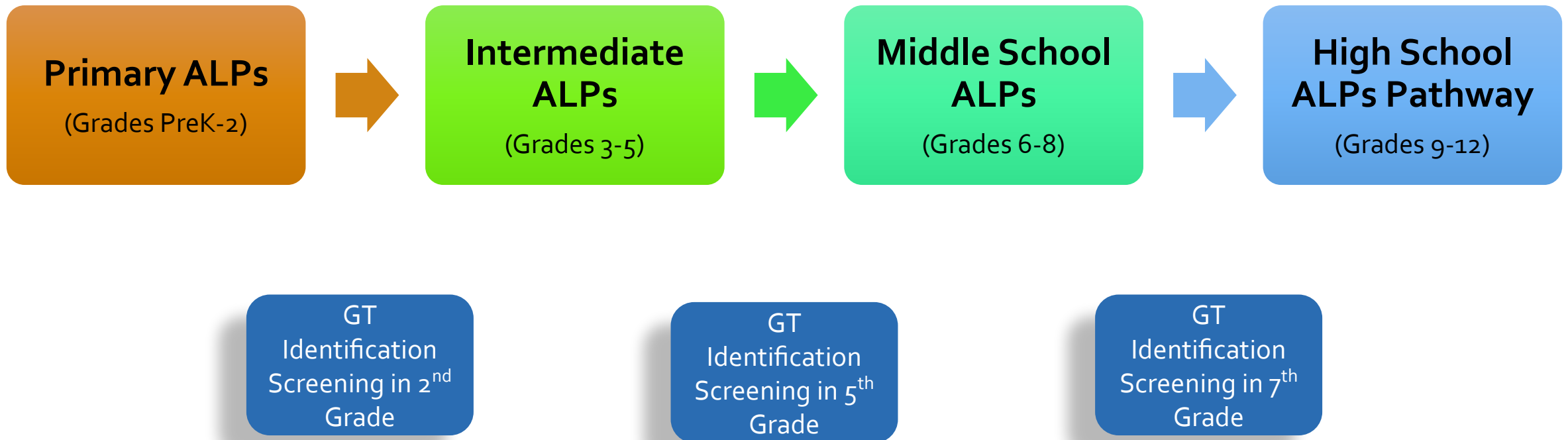
Code of Maryland Regulations (COMAR) 13A.04.07

Gifted and Talented Education



- Include appropriately differentiated curriculum.
- Utilize evidence-based academic programs and services
- Accelerate, extend, and/or enrich instructional content, strategies, and products to demonstrate and apply learning.

AACPS Gifted and Talented Universal Screening



AACPS Gifted and Talented Screening Process



Measure of
Ability

Measure of
Achievement

Measure of
Potential

Measure of Ability

CogAT®

Verbal Reasoning



Quantitative Reasoning

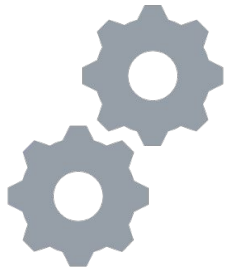


Nonverbal Reasoning



Measure of Ability: Verbal Reasoning

CogAT[®]



		Picture Format (Levels 5/6-8)	Text/Standard Format (Levels 9-17/18)
VERBAL BATTERY	Picture/Verbal Analogies	 	TV → watch : newspaper → J deliver K comics L read M magazine N listen
	Sentence Completion	"Which one swims in the ocean?" 	The fastest runner _____ the race. A loses B wins C watches D starts E makes
	Picture/Verbal Classification		apple orange pear A fruit B carrot C pea D lemon E onion

Measure of Ability: Quantitative Reasoning

CogAT®



		Picture Format (Levels 5/6-8)	Text/Standard Format (Levels 9-17/18)				
QUANTITATIVE BATTERY	Number Analogies		<div> <div>[1 → 2]</div> <div>[3 → 4]</div> <div>[5 → ?]</div> </div> <div> <div>A 2</div> <div>B 4</div> <div>C 6</div> <div>D 8</div> <div>E 12</div> </div>				
	Number Puzzles		<div> <div>[?] = 2 + 3</div> </div> <div> <div>A 2</div> <div>B 3</div> <div>C 4</div> <div>D 5</div> <div>E 6</div> </div>				
	Number Series		<div> <div>1 2 4 5 7 8 →</div> </div> <div> <div>A 7</div> <div>B 8</div> <div>C 9</div> <div>D 10</div> <div>E 11</div> </div>				

Measure of Ability: Nonverbal Reasoning

CogAT®



		Picture Format (Levels 5/6-8)	Text/Standard Format (Levels 9-17/18)
NONVERBAL BATTERY	Figure Matrices		
	Paper Folding		
	Figure Classification		

Measure of Achievement



How much money is shown below?



\$1.36



\$1.41



\$1.43



\$1.28



Measure of Achievement

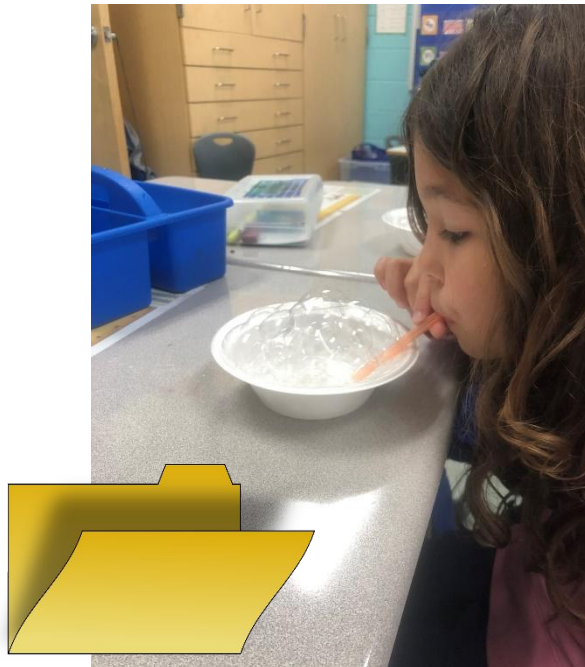


If $7p = 175$, what does p equal?

- A. 25
- B. 27
- C. 168
- D. 182
- E. 775

Measures of Potential

MSDE Primary Talent Development Portfolio (Grade 2)



Renzulli Rating Scales for Superior Students (Grade 5 and 7)

SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS (Renzulli Scales)

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hannon / Karen L. Westberg / Katherine Gavin / Sally M. Reis / Del Siegle / Rachel E. Symons

Student Information

Student's Name (or Assigned Code No.): _____

Date of Rating: Year / Month / Day

Date of Birth: Year / Month / Day

Age in Years: _____

Grade: ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Rater's Name: _____

Relationship to Student: _____

Examiner's Name: _____

School Name: _____

Summary of Scores

Characteristic	Score
I Learning Characteristics	
II Creativity Characteristics	
III Motivation Characteristics	
IV Leadership Characteristics	
V Artistic Characteristics	
VI Musical Characteristics	
VII Drama Characteristics	
VIII Communication Characteristics (Precision)	
IX Communication Characteristics (Expressiveness)	
X Planning Characteristics	
XI Mathematical Characteristics	
XII Reading Characteristics	
XIII Technology Characteristics	
XIV Science Characteristics	

Directions

These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, leadership, art, music, drama, communication, planning, mathematics, reading, technology, and science. The items are derived from the research literature dealing with characteristics of gifted and creative individuals. It should be pointed out that a considerable amount of individual differences can be found within this population, and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Because the 14 dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. In addition, we have personally avoided developing national norms for this instrument. If you choose to develop local norms, they should be constructed for individual schools and grade levels. Instructions for calculating local norms can be found in the Scales for Rating the Behavioral Characteristics of Superior Students—Revised Edition: Technical and Administration Manual.

Read each item in each scale and place an "x" in the box that corresponds with the frequency to which you have observed the behavior. Each item should be read with the beginning phrase, "The student demonstrates . . ." or "The student . . .".

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Continuum of Advanced Learning

Above Grade Level Texts and
Extension Opportunities

AACPS ALPs Curriculum


Above Grade Level
Student
Top 25-35%

Advanced Student
Top 25%

Gifted Student
Top 10%



Gifted vs Advanced Students

Advanced	Gifted
Knows the answers	Asks the questions
Has good ideas	Has wild, silly ideas
Answers the questions	Discusses in detail, elaborates
In the top group	Goes beyond the group
Listens with interest	Shows strong feelings and opinions
Absorbs information	Manipulates information
Requires 6 – 8 repetitions	Requires 1 – 2 repetitions
Understands ideas	Constructs abstractions
Grasps meaning	Draws inferences
Straightforward/sequential	Thrives on complexity
Is pleased with own learning	Is highly self-critical
 <p>Greater degree of complexity, intensity, and abstractness.</p>	
Winebrenner & Brulles (2008)	



The ALPs Program in Grades K-5



Advanced Differentiation Model for Elementary School Students

Primary ALPs (Grades PreK-2)



Grade Acceleration

Grade/Content Acceleration

*Students Whose Needs Can Not Be Met Within Their
Current Age-Based Grade*

Advanced

Stepping Stones and Primary Math Centers

Students Demonstrating Mastery of the Core Curriculum

Enrichment

Above Grade Level Texts (Reading Only)

Students Reading Above Grade Level

Core

DI 2 Extensions in Explicit Comprehension/Extensions in *Reveal* Math

Students Demonstrating Readiness for Additional Rigor

Core

Anne Arundel County Public Schools Core Curriculum

All Students

Advanced Differentiation Model for Elementary School Students

Intermediate ALPs (Grades 3-5)



Grade Acceleration

Grade/Content Acceleration

*Students Whose Needs Can Not Be Met Within Their
Current Age-Based Grade*

Advanced

ALPs Single-Subject Reading and Math

Students Identified as GT or Advanced

Enrichment

Advanced Novels (Reading Only)

Students Reading Above Grade Level

Core

DI 2 Extensions in Explicit Comprehension/Extensions in *Reveal* Math

Students Demonstrating Readiness for Additional Rigor

Core

Anne Arundel County Public Schools Core Curriculum

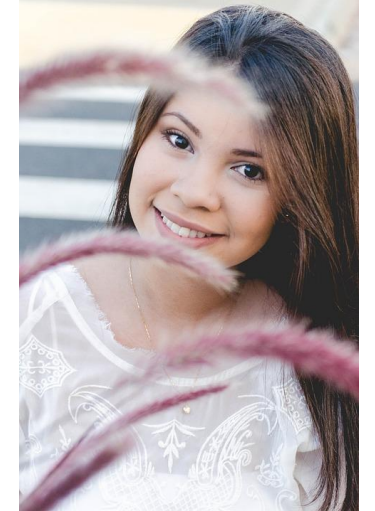
All Students



The Challenge of Raising a Gifted Child



No Gifted Child is Exactly Alike!





Asynchronous Development



"Gifted children vary in their abilities and often their patterns of growth differ from their age peers."

--National Association of Gifted Children

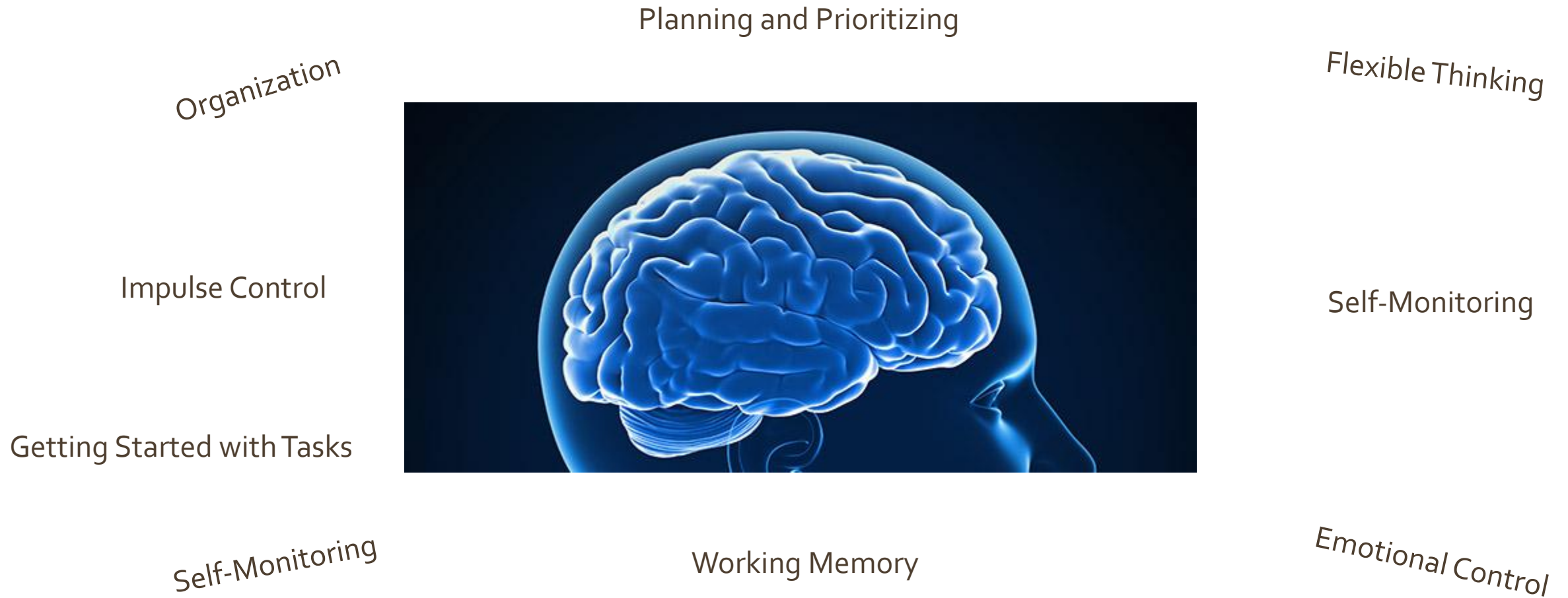
Supporting Your Child



- Focus on their strengths
- Help your child understand giftedness and set realistic expectations
- Help them learn to manage stress
- Show them how to self advocate
- Form multiple peer groups (cognitive and age peers)
- Read books about characters that are gifted
- Communicate with educators



What is Executive Functioning?

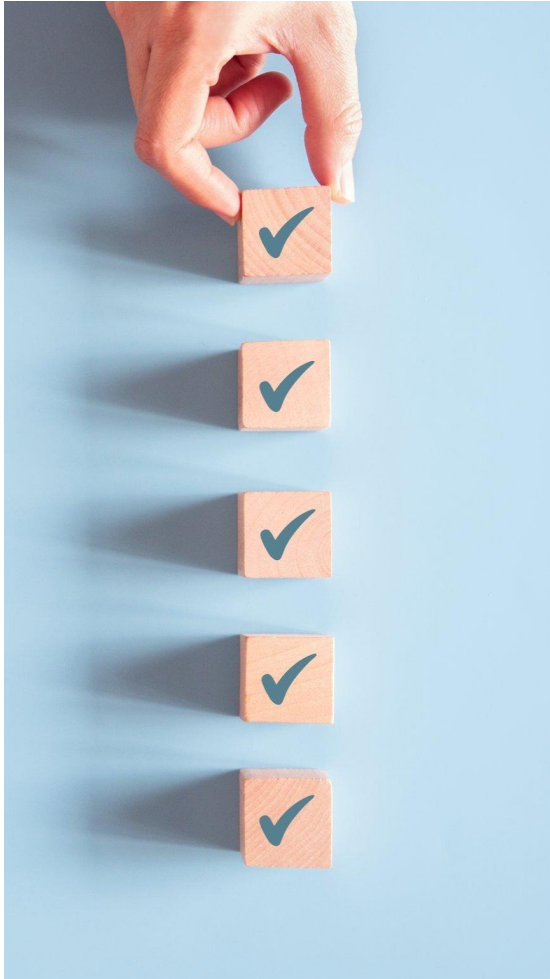


Does this sound familiar?



- Can't follow multi-step directions?
- Forgetting to turn in homework?
- Issues self-advocating?
- Emotional outbursts?
- Procrastination?
- Unorganized desk or room?

Building Executive Functioning Skills at Home



- Foundations
- Routines
- Metacognition
- Systems
- Ownership
- Listen
- Hacks
- Organizing papers
- Visuals
- Labels
- Alternative note taking
- Archive
- Study groups
- Chunk
- Plan
- Micro-successes
- Timers
- Mindfulness

Meet
Adrianna



What is Perfectionism?



Messy **20%**
Perfectionist

Healthy vs Unhealthy Perfectionism

Healthy Perfectionism

- Doing the best you can with the time and tools you have--and then moving on
- Setting high personal standards with a gentle acceptance of self
- Managing behaviors to not interfere with daily life



Unhealthy perfectionism

- Emphasizing and/or rewarding performance over other aspects of life
- Perceiving that one's work is never good enough
- Feeling continually dissatisfied about one's work--which can lead to depression, anxiety, and other physical symptoms
- Feeling guilty if not engaged in meaningful work at all times
- Having a compulsive drive to achieve, where personal value is based accomplishments.



Helping Children Cope with Perfectionism

- Watch for signs on unhealthy perfectionism
- Show them it is ok to make mistakes
- Have age-appropriate conversations about mistakes and failures
- Emphasize the process, not the outcome
- Laugh!
- Reward effort over outcome
- Encourage positive self talk



Learn More!!



Questions?

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