

Should I Refer My Child for the GT Program?



Spring Branch ISD
Advanced Academic Studies
713-251-1901

Where to Find Information About the GT Program

The first place to go for information about the Gifted and Talented (GT) Program is the Advanced Academic Studies web site:

www.springbranchisd.com/instruc/adac/adac.htm

Here you'll find calendars, notices of special events, and general information about both the GT Program and the Pre-AP/Advanced Placement (AP) Program.

You can also join our email newsletter by clicking on the red "Join Our Mailing List" button. Periodically, we'll send out notices of special events and updates on our department's activities to those who've joined.

Advanced Academic Studies Web Page

http://www.springbranchisd.com/instruc/adac/adac.htm

Spring Branch
Spring Branch Independent School District

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Advanced Academic Studies

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Calendar

October 8, 7:00pm, Admin Bldg Board Room
Should I Refer My Child for the GT Program?
Parent Presentation (See flier - [English](#) - [Spanish](#))

October 17 Elementary Referral Deadline

Join Our Email Mailing List

Optional PSAT Saturday Admini more information , click here

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This is our home page. You can get to information on various programs by clicking on the title on the left side of the page.

When you go to our web page, click on this box to join our email group.

Where to Find Information About the GT Program

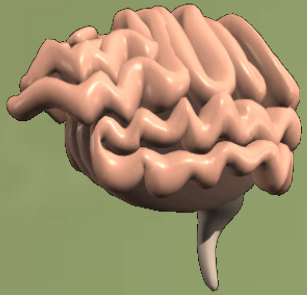
The second place to go for information about the Gifted and Talented (GT) Program is the Advanced Academic Studies office.

713-251-1901



What is Gifted & Talented

Gifted and Talented is a professional term that describes a small portion of the population. GT refers to 3-5% of the population. These are people with abilities to perform well beyond their peers.



While all children have strengths, areas in which they can excel and areas in which they can make contributions to society, all children are not gifted and talented.

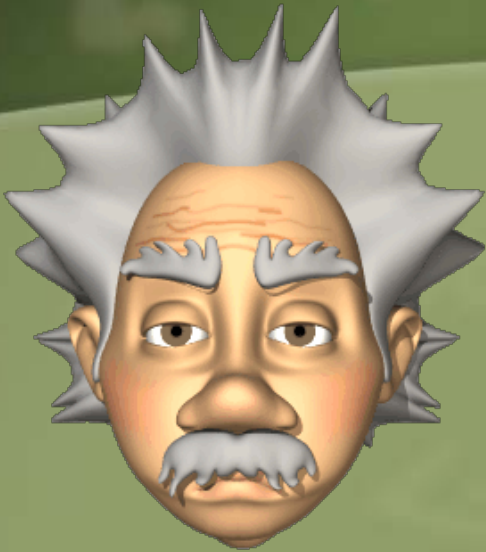


What is Gifted & Talented

Gifted and talented (GT) people experience the world differently than others. They connect things in ways others do not, they learn material in 1-3 presentations, and they experience things with a heightened intensity. It's like the volume on many of their characteristics is turned up past high to **blaring**.

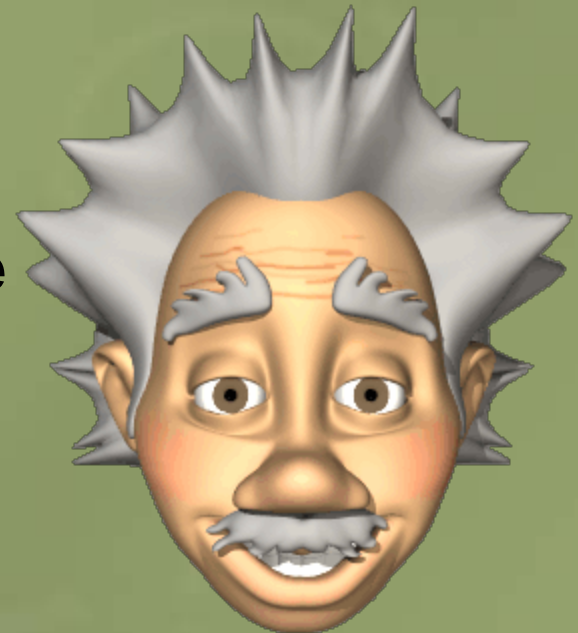


GT is Different, Not “Better”



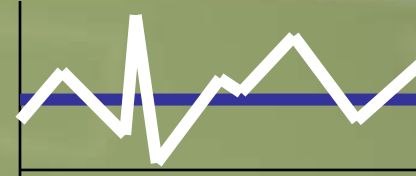
The GT Program is not about “better” teaching or “better” curriculum. It is not about doing more work or getting ahead of others.

The GT Program is designed to serve the special education needs of GT students. These students need services beyond what is provided in the regular program in order to develop to their full potential.

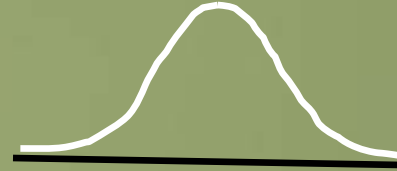


There are four ways GT people are different from others.

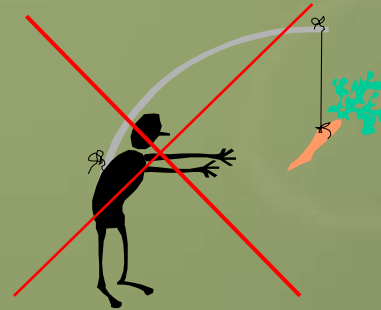
Asynchronous Development



Degree of Giftedness



Intrinsic Motivation



Introversiveness



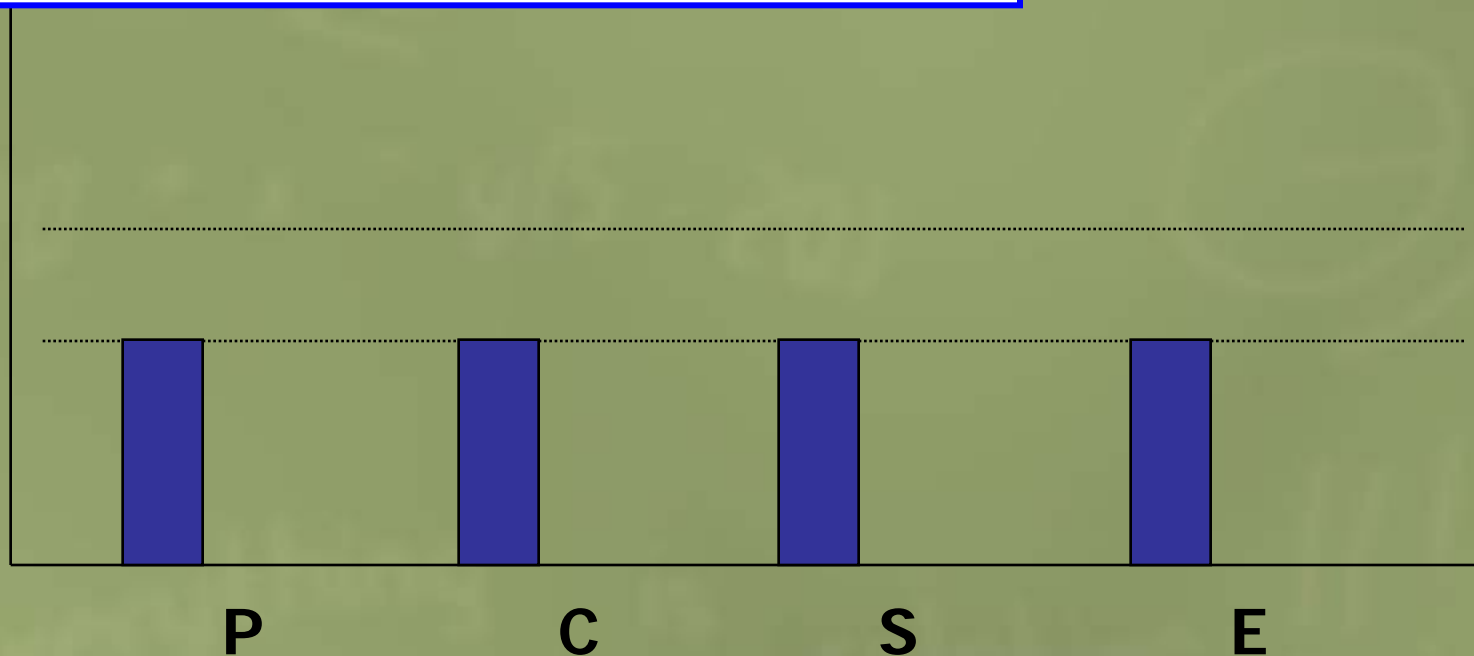
Asynchronous Development

Children's developmental rates are usually very even. Their physical (P), cognitive (C), social (S), and emotional (E) development is linked together. These areas develop at the same rate.

You know what to expect of a 5 year-old: physically what they can do, how they think, how they interact with others, and what they can handle emotionally. You know what to expect of a 10 year-old or 15 year-old, too.

- Average
- Above Ave.
- Gifted

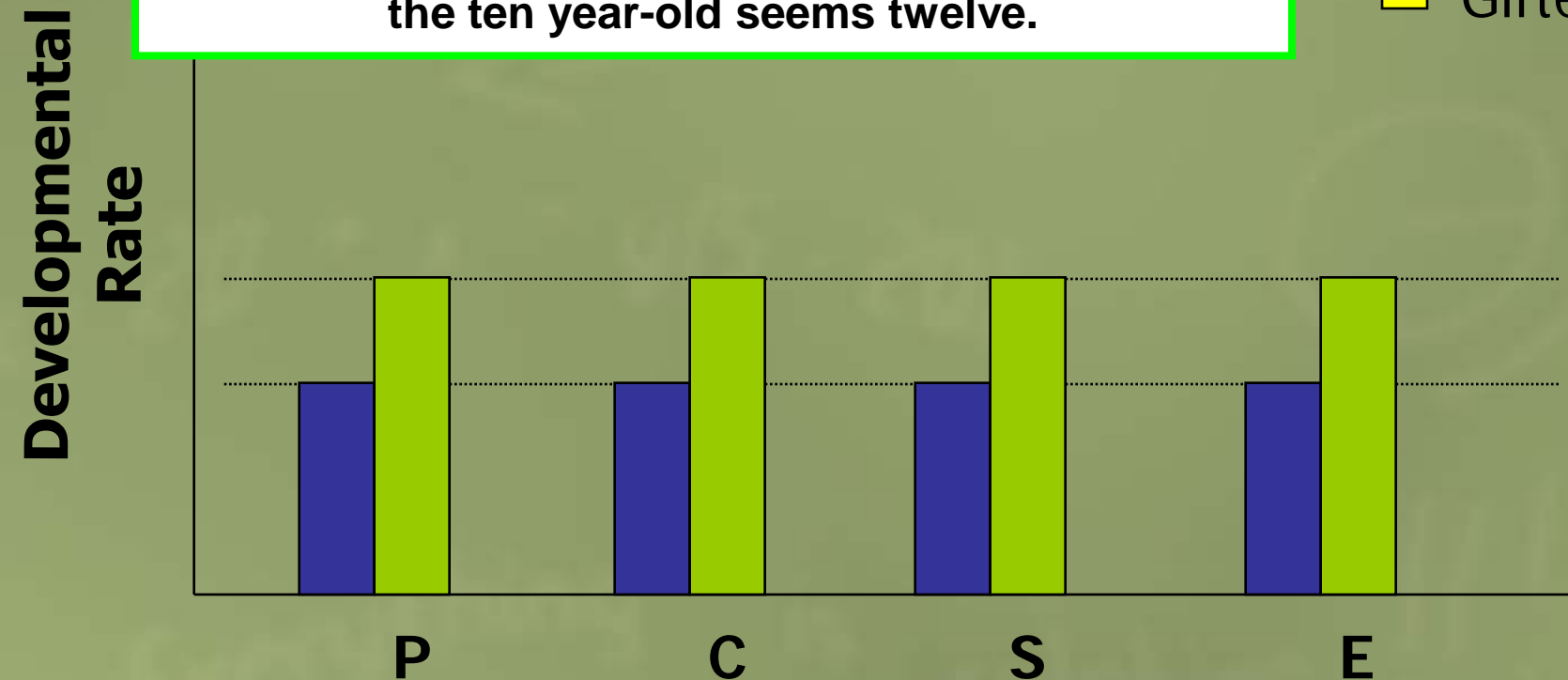
Developmental
Rate



Asynchronous Development

The development of above average children is the same, but their rates of development are a little faster than that of average children. The four areas are still linked and develop together. Above average children look a little older, act a little older, have friends that are a little older, and emotionally handle things like an older child. Everything about them seems older; the five year-old seems seven, the ten year-old seems twelve.

- Average
- Above Ave.
- Gifted

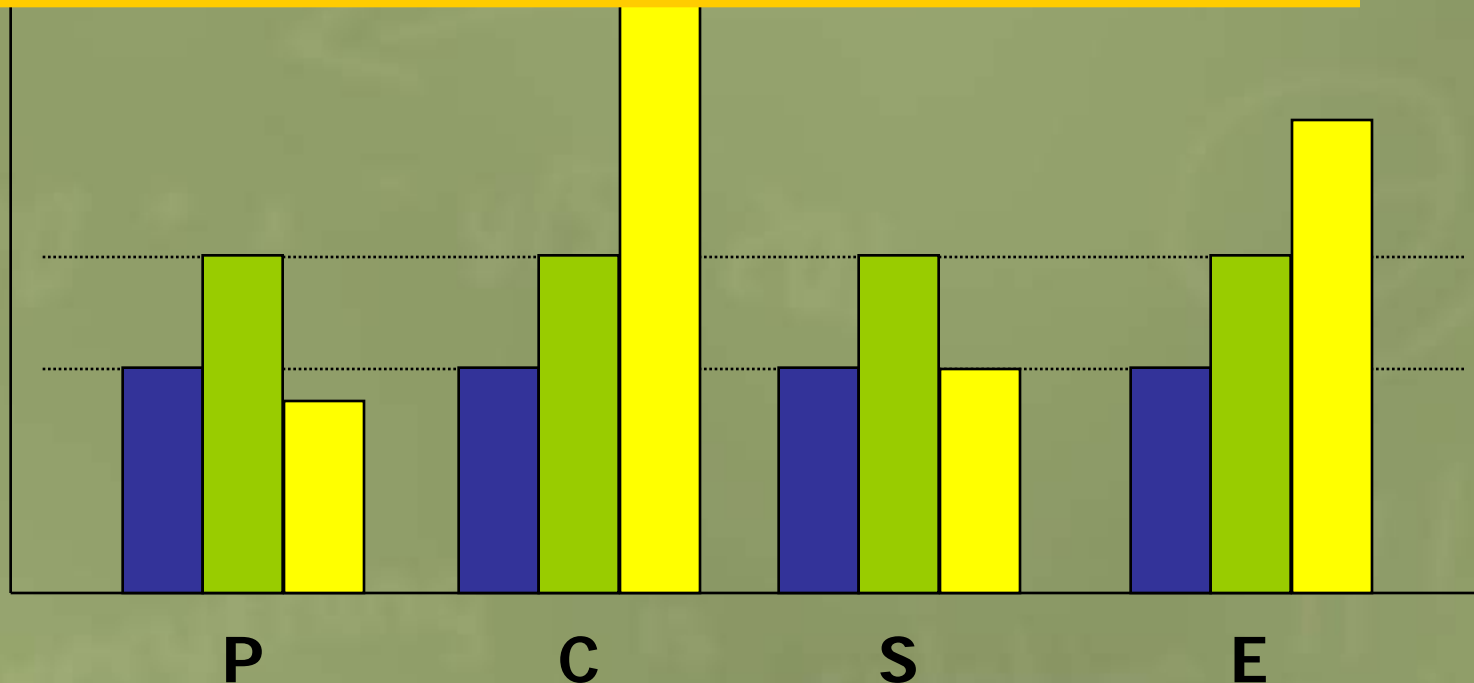


Asynchronous Development

The developmental rates of GT children are different. Their areas of development are out-of-sync; they are not linked together. Each GT child has a different pattern. Many experts in Gifted Education call this the “hallmark of giftedness.” The students identified as GT in schools are usually cognitively gifted, so that is the area with the fastest rate of development. In addition, most gifted children’s emotional development is more rapid than their physical or social development. The areas don’t usually “catch up” with one another.

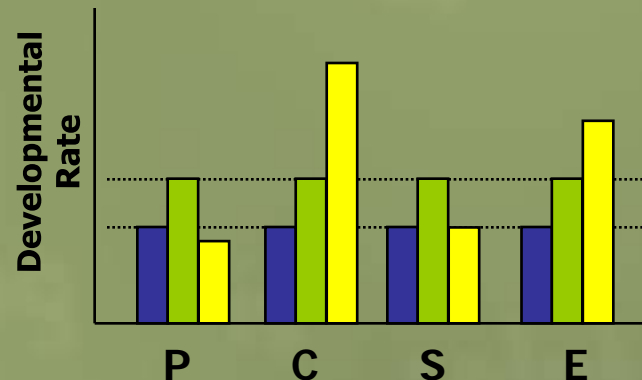
Average
Above Ave.
Gifted

Developmental
Rate



Asynchronous Development

The out-of-sync (or asynchronous) development of gifted kids is an integral part of who they are and how they interact with the world. This is why they act like an adult at one moment and throw a temper tantrum the next. Different parts of them are different ages all at the same time.

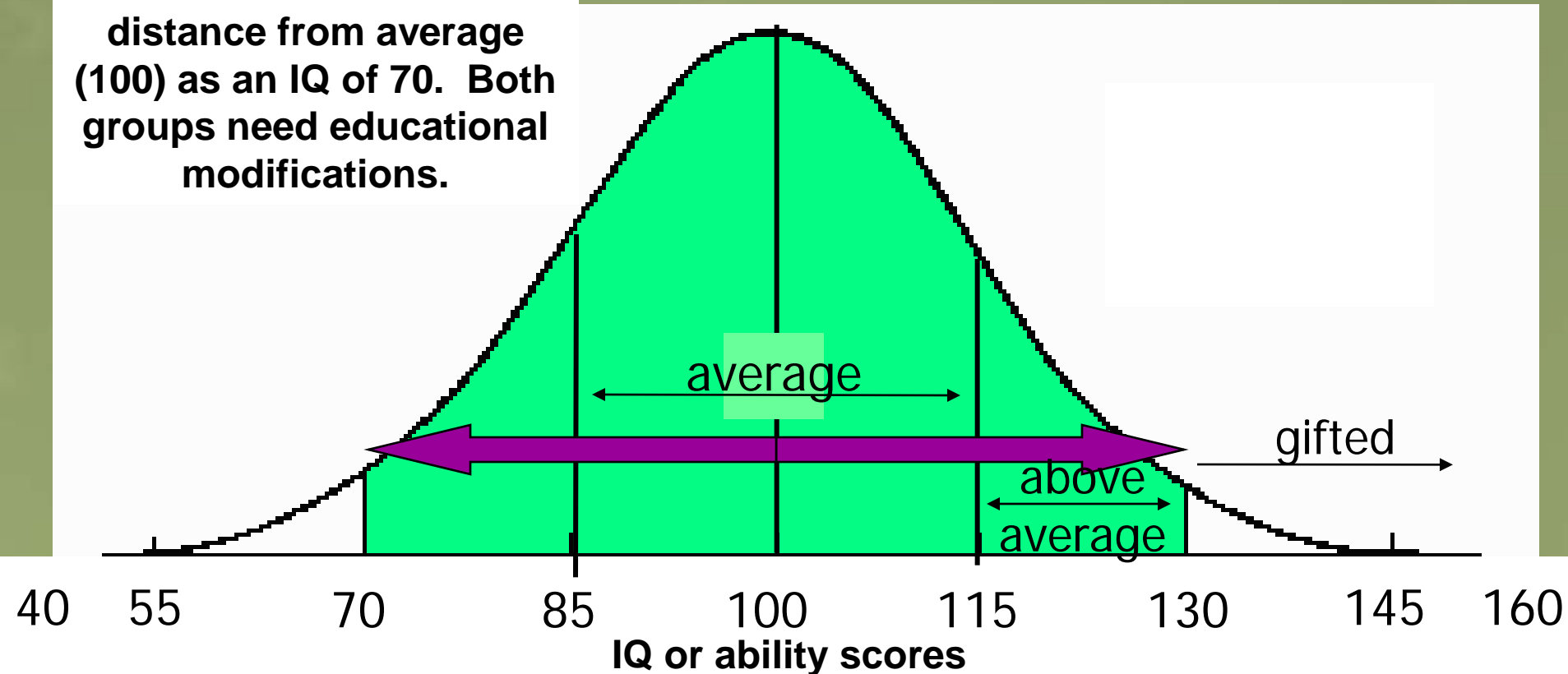


Degree of Giftedness

Degree of giftedness – how far a child is from an average IQ

IQ, or mental ability, is one part of giftedness. The higher the level of giftedness, the more educational needs a student has.

An IQ of 130 is the same distance from average (100) as an IQ of 70. Both groups need educational modifications.



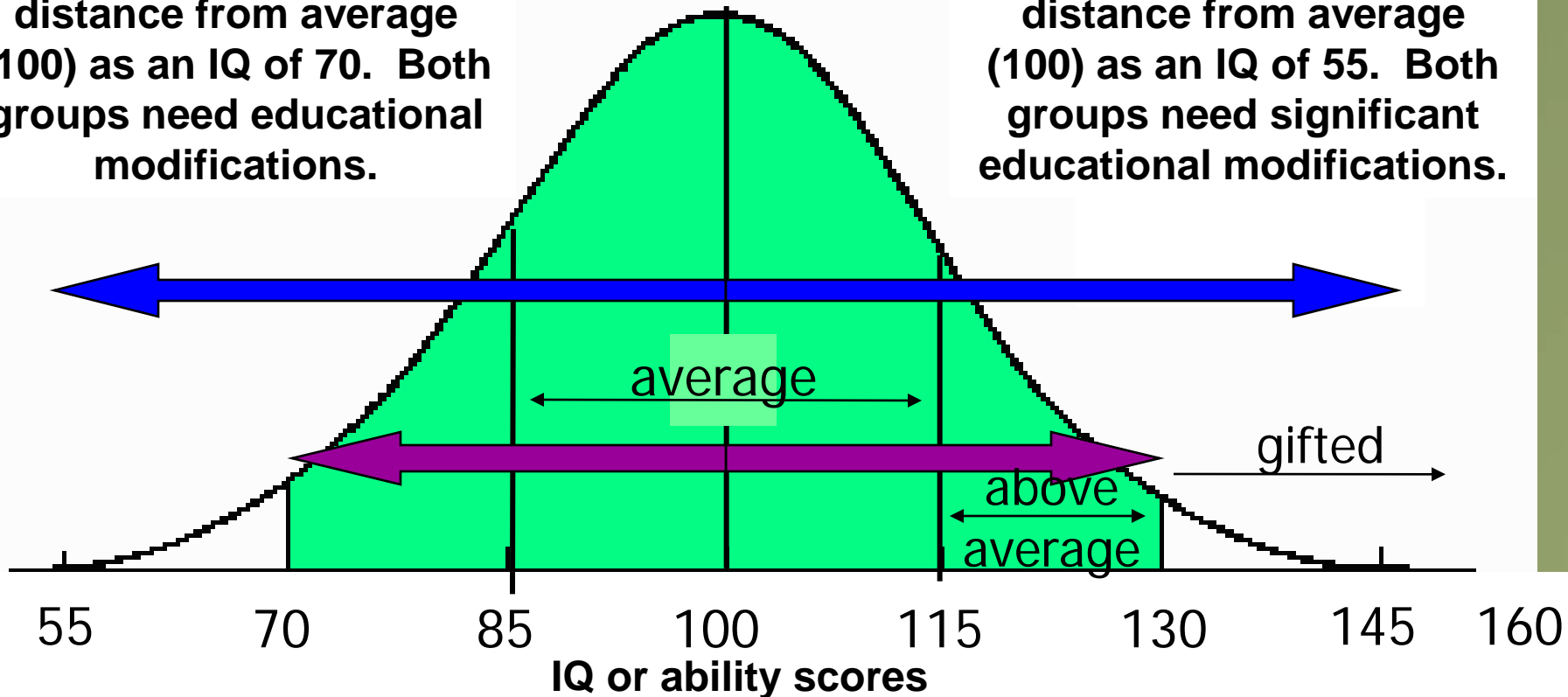
Degree of Giftedness

Degree of giftedness – how far a child is from an average IQ

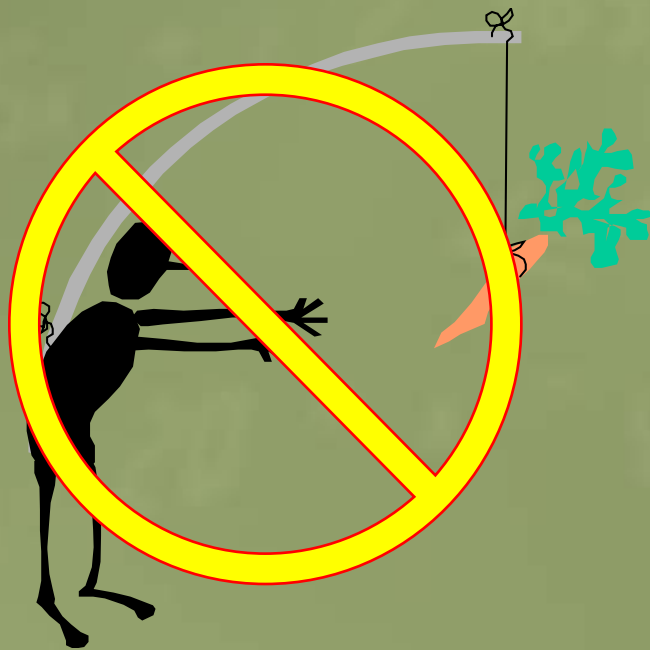
IQ, or mental ability, is one part of giftedness. The higher the level of giftedness, the more educational needs a student has.

An IQ of 130 is the same distance from average (100) as an IQ of 70. Both groups need educational modifications.

An IQ of 145 is the same distance from average (100) as an IQ of 55. Both groups need significant educational modifications.



Intrinsic Motivation



Gifted children have an internal drive to KNOW things. Unfortunately, their interests don't always coincide with what their teachers are teaching. Gifted children tend not to respond to the same rewards as high achieving students. High achievers are motivated by grades, pleasing adults, and competition. Some gifted children are also high achievers.

To motivate a gifted child, you need to tap into their interests, values, and logical abilities. Gifted children often seek a challenge and the opportunity to study their interests.

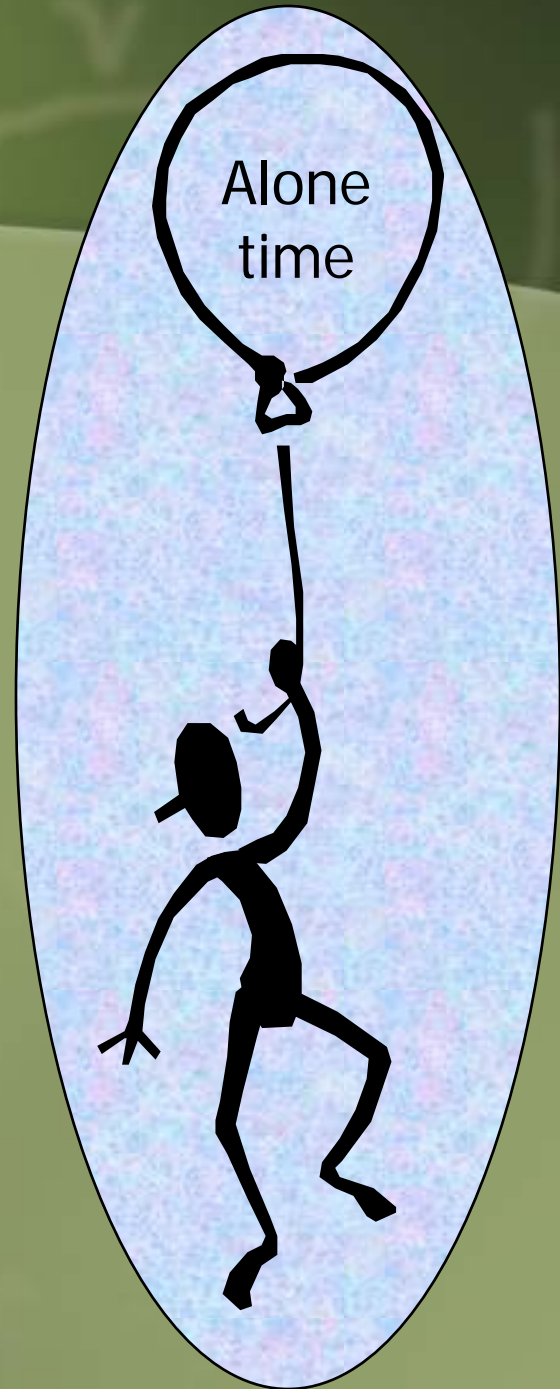
Introversion

From others

Many people are energized by being around and interacting with other people. This is called extroversion.



Many gifted people are energized by being alone. This is called introversion. While they may like being around other people, it drains their energy reserves. They seek opportunities to recharge by being alone or escaping into a good book.



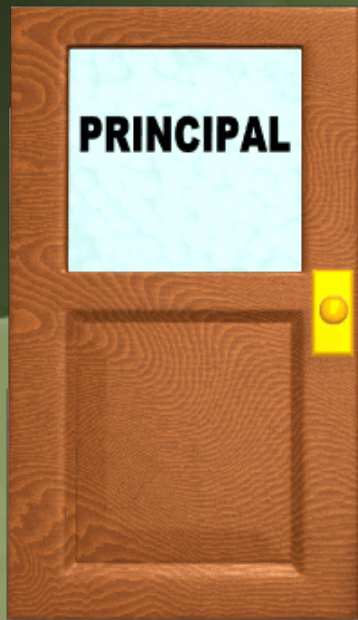


Key to Everything GT

These four things are key to who gifted people are and why they need special educational services. All gifted children are not the same. They are a varied group. Their needs depend on their individual patterns within these four characteristics.

- Asynchronous Development
- Degree of Giftedness
- Intrinsic Motivation
- Energy from being alone
(Introversion)

Trouble Traits



You may have heard people say, “I want my child in the classroom with the gifted kids. They don’t have behavior problems.” This is a **MYTH**.

High achievers tend to have fewer behavior problems because they are motivated by making adults happy and getting positive feedback from authority figures.

There are four traits that tend to get gifted people into trouble:

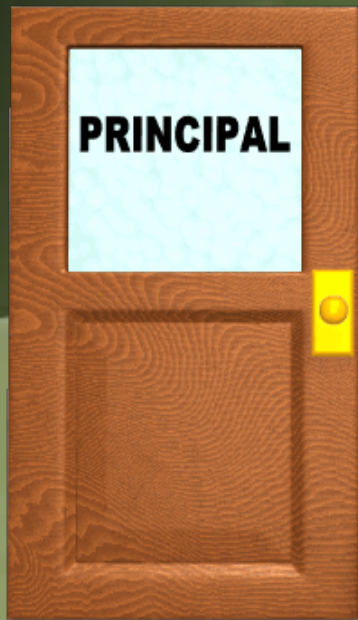
Intensity

Sensitivity

Multi-potentiality or Multi-stimulus

Excessive Energy

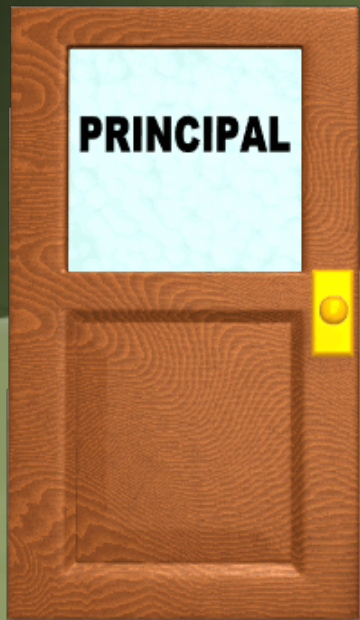
Trouble Traits



Gifted kids are **INTENSE!**

Gifted kids experience life more intensely than others. They react in big ways to small things. They often get “tunnel vision” which causes them to have trouble changing topics or letting something go. When captured by a topic, they get deeply into it. They may be so focused they don’t hear things around them; you may have to touch them to get their attention.

Trouble Traits



Gifted kids are **SENSITIVE!**

Gifted kids are able to empathize earlier than their peers. They tend to feel the pain of others. They also tend to take criticism very personally. Their feelings may be hurt easily.

Gifted kids are also more sensitive to their surroundings. They may be affected by sounds, smells, and textures in a room more than others.

Trouble Traits



Gifted kids have
MULTI-POTENTIALITY!

Multi-potentiality means they have the potential to be good at many things. Gifted kids also respond to multi-stimulus. They can pay attention to more than one thing at a time. They take in everything from their surroundings, absorbing information without having to focus on it specifically.

These traits make decision-making difficult. When you are interested in many things and good at many things, how do you decide what topic to study or choose a college major?

Trouble Traits



Gifted kids have
EXTRA ENERGY!

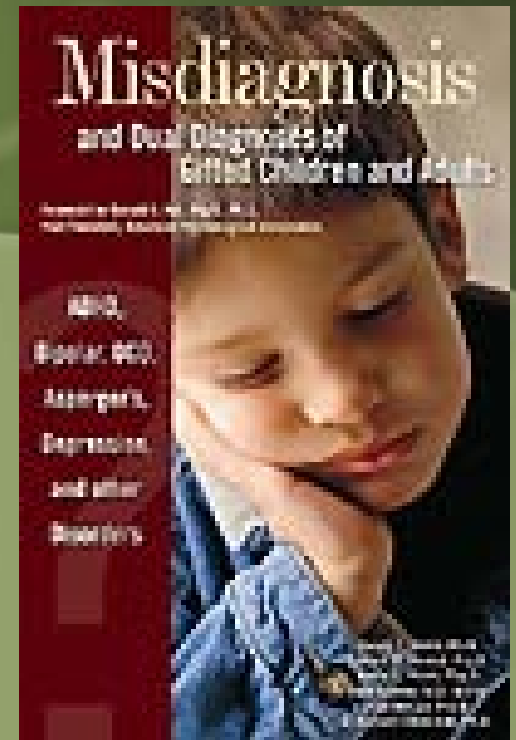
Gifted kids often need less sleep than their peers. Parents of highly gifted kids report their children stopped napping at very early ages.

This extra energy leads gifted kids to prefer fast games and fast activities. They interrupt others because they know what the other person is going to say and they want to move on in the conversation. They may need to wiggle and move to let some of the extra energy out.

Trouble Traits

Sometimes these trouble traits lead parents to seek help for their children. They may appear to have symptoms of Attention Deficit Disorder (ADD) or Attention Deficit with Hyperactivity Disorder (ADHD). Or they may appear to have symptoms of other psychological disorders.

It is important that the physician or psychologist working with your child understand gifted people, as it can be difficult to separate the characteristics of giftedness from the characteristics of some of these disorders. There are many good articles and resources for parents at www.sengifted.org. In addition, the book Misdiagnosis and Dual Diagnosis of Gifted Children and Adults is a great resource that helps to distinguish between the characteristics of giftedness and the symptoms of disorders commonly diagnosed.



GT Referral Process



Anyone can refer a child for the program (teacher, parent, community member), but the parent must give permission for the child to be assessed.

To refer a child, contact the counselor at the child's school and let him/her know that you think the child should be evaluated for the GT Program.

The identification process takes place once a year for services to begin the following school year. Make sure you refer the child the posted deadline.

GT Identification Process



Level 1 - collected on all referred students

- **Standard Activities**
 - Every teacher, K-5, is doing 3 specific activities with all students.
 - Referred students, 6-12 will be pulled to do these activities during the school day.
 - The activities are designed to elicit responses typical of GT students.
- **Teacher Inventory**
- **Parent Inventory/Student Inventory**
 - K-5 – A parent inventory is combined with the permission for GT assessment.
 - 6-12 – A student inventory is collected for each referred student.
- **To qualify for Level 2, one of these measures must fall in the GT range. Students who do not qualify for Level 2 will not be identified as GT.**

GT Identification Process



Level 2 - collected on qualified students

- **Standardized testing**

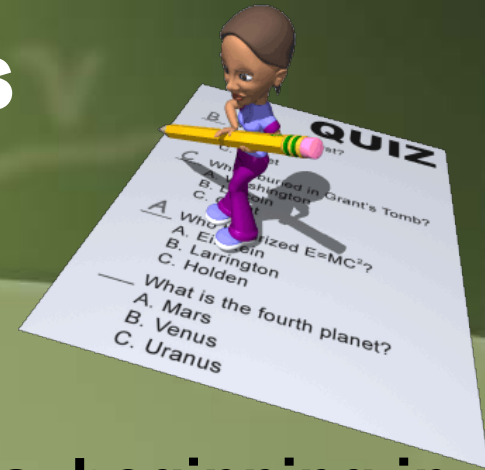
The tests measure students' abilities to solve problems in Language and Mathematics, as well as in patterning and reasoning.

Scores are determined using age-based, nationally norms. Scores in the 98th percentile or higher, or index scores of 130 or higher, are considered to be in the gifted range.

Decision

Multiple indicators of giftedness are required – a preponderance of evidence. One score in the gifted range is not enough to be identified.

A Note About Test Scores



SBISD will honor test scores for two years, beginning in 1st grade. The publishers of standardized tests clearly indicate that the scores are representative of a student's ability for a two-year period. For this reason, we will honor a student's scores acquired through the GT identification process for two years. This does not include Kindergarten students. Exceptions will be made only for medical reasons documented by a physician. Students may be referred each year, but the previous year's test scores will be utilized. This change was implemented in the 2009-2010 school year.

If you think your child may be GT...



Referral Forms and Parent Inventories are available on our [web page](#).

Make sure to turn one in for your child **BEFORE** the deadline if you want your child assessed for the GT Program.

Remember...

If you have questions about the GT program, you can contact the counselor at your child's school, go to our web site...



www.springbranchisd.com/instruc/adac/adac.htm



or call our office 713-251-1901.