

Hooked on Thinking

FILTERS FOR MULTICATEGORICAL IDENTIFICATION

Literature on Gifted and Talented Identification States:

School wide approach
Embed within a responsive classroom so that it is not obtrusive
Multiple methods
Remember it is a means to an end, rather than an end itself
Early and ongoing
Open communication with all stakeholders
Systematic co-ordinated and school wide approach
Ensure identification of under-represented groups

1. WINNER'S THREE ATYPICAL CHARACTERISTICS

Precocity
An insistence on marching to their own drummer
A rage to master

2. SZABOS High Achiever Gifted Learner Descriptors

3. OBSERVABLE BEHAVIOURS UNDERACHIEVERS:

Feelings of Frustration/ Perfectionism/ High Personal Expectations/
Socially Isolate/ Disruptive in group encounters/ Work / Routine Resistant/
Daydreams/ Off task/ Bored/ Underachievement with routine tasks/ Over
reaction to criticism/ Non Conformity/ Early development of fears

4. GARDNER'S MULTIPLE INTELLIGENCES

Verbal linguistic/ Logical mathematical/ Visual Spatial / Musical/ Bodily
Kinaesthetic/ Intrapersonal/ Interpersonal/ Naturalistic

5. THINKING

Critical Thinking

Superior memory/ Grasps new concepts quickly/ Questions in
depth/ Enjoys intellectual pursuits/ Problem solving/ Takes risks
with learning/ Superior concentration skill/ Openness to new
experiences/ Speed of processing information/ Immersion into an
area of passion/ Superior analytical skills

Creative Thinking

Creative over domains/ Imaginative thinking/ Generates new ideas/
Transform ideas/ Find solutions/ Creates new conditions to existing
structure/ Displays initiative/ Innovative Product

Caring Thinking

Resists unfairness/ Social Maturity/ Deep concern for other/ Deep
concern for global issues/ Moral Conscience/ Leadership Attributes/
Future Issues/ Spiritualism/ Reflective thinking/ Sensitivity and
ability to empathise.

6. CREATIVITY

Tests of fluency, flexibility, elaboration and originality (Torrance Tests)
Generates a wide range of ideas through brainstorming (Fluency)
Generates multiple ideas to support multiple viewpoints on the
same issue
Uses insight
Uses intuition
Makes unusual connections
Uses Metacognition
Seeks relationships between situations which may appear
unconnected
Inverts/Reverse thinking
Elaborates detail from an original concept (Elaboration)
Tolerates ambiguity
Extrapolates from limited facts
Ranks alternatives and chooses the best
Generates solutions
Thinks up original ideas and concepts (Originality)
Thinks over a wide range of categories (Flexibility)

7. CULTURAL GIFTEDNESS

Mana-Presence amongst Peers/ Whaikorero-Public Speaking/ Taha
Wairua-Spirituality/ Kapahaka-Performing Arts/Leadership/ Modern Arts-
Musical Ability/ Nga Taonga-Community Spirit/ Taha Whanau-Social
Responsibility/Family Ties/ Ringawera-Hospitality

8. DABROWSKI'S OVEREXCITABILITIES

Intellectual Over-excitability/ Emotional Over-excitability/ Sensual Over-
excitability/ Imaginational Over-excitability/ Psychomotor Over-excitability

9. GENDER ISSUES

Female:

Prefers Reading/Earlier/ English Activities/ More Independent/ Influenced by Disappointment/ Loves Learning/ Sensitive/ Anxious/ Excellent Social Knowledge/ Conforming Behaviours/ Meet their own needs/ Belonging/Peer Acceptance/Excellent Verbal Ability/ Emotional Vulnerability

Male:

Slower emergent readers/ Higher level of activity/ Constantly observe flaws/ Everyone else views the world in the same light/ Poor organisational skills/ Easily bored and distracted/ Can be disruptive if learning styles are not compatible/ Misinterpret social situations/ Asynchronous development more noticeable

10. BETT'S and NEIHART (1988)

The Autonomous Gifted Student/ The Successful Gifted Student/ The Challenging Gifted Student/ The Underground Gifted Student/ The Double Labeled Gifted Student/ The Culturally Diverse Gifted Student

11. INTELLIGENCE and STANDARDISED TESTS

TOSCA Test for Scholastic Ability
PAT Progress Achievement Tests
asTTLE Assessment Tools for Learning and Teaching
Stanford–Binet Intelligence Scale
Weschler Intelligence Scales for Children-111 (WISC -111)

12. RAVEN'S PROGRESSIVE MATRICES

13. WORLD CLASS TESTS www.worldclassarena.org
Problem solving/ Mathematics

14 TEACHER OBSERVATION SCALES (McAlpine and Reid 1996)

Learning Characteristics
Creative Thinking Characteristics
Motivational Characteristics
Social Leadership Characteristics
Self Determination Characteristics

14. PURDUE ACADEMIC RATING SCALES

15. GIFTED UNDERACHIEVER

Aggressive hostile/ Withdrawn behaviours Whitmore 1980,
Rebel/ Conformist/ Perfectionist/ Struggling student/ Victim/ Distracted Learner/ Bored Student/ Complacent Learner/ Single-sided achiever
Heacox 1981
Underachiever versus Selective Consumer (Delisle)

16. PEER NOMINATION (Victorian Task Force)

Who would you go to for help if your teacher was not present?

If you cannot do something that you have planned, who in your class is likely to come up with another plan or idea?

Who in the class is aware of, and enjoys beautiful things?

Who is the most curious about many things?

Who in your class do you think should thank a guest speaker?

17. PARENT NOMINATION

17 SELF SELECTION (Brilliant behaviours checklist)

18 INTERVIEW