

Needs of the Gifted Child

It is recognized that gifted students have specific educational needs. These include:

- activities which enable them to operate at complex levels of thought and feeling.
- opportunities for divergent production
- challenging group and individual work which demonstrates process/product outcomes
- a variety of experiences which promote understanding of human value systems
- discussions with intellectual peers
- the opportunity to see interrelationships in all bodies of knowledge
- special courses in areas of strength and interest which accelerate the pace and depth of the content
- greater exposure to new areas of learning within and outside the school structure
- opportunities to apply abilities to real problems
- skills in critical thinking, creative thinking, research, problem solving, coping with exceptionality, decision making, and leadership

What we offer at Lonoke

The gifted and talented program is built on a fundamental belief in serving the needs of all our students as unique individuals. We are committed to providing a program for identifying and meeting the needs and interests of our gifted and talent students. Services include:

- K-2 classroom enrichment
- 3rd-5th grade pullout for individual and small group instruction
- 6th-12th grade Secondary Course Content, AP and Pre-AP classes.

Maximizing the potential of gifted and talented students requires a commitment of school, community, and home. The gifted and talented program is designed to cultivate within the student a desire for excellence and a sense of productive responsibility to self, family, school, community, and to our changing society.

If you'd like more information or have questions, please feel free to contact the GT coordinator, Cathy Flenor...

or check out these websites:

www.hoagiesgifted.com

www.nagc.org

www.agate-arkansas.org

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Lonoke Public School District Gifted and Talented Program



What is Giftedness?

and

**How can you help
your gifted
child?**

Cathy Flenor
GT / AP Coordinator

What is Giftedness?

According to the NAGC (National Association For Gifted Children), a gifted person is someone who shows, or has the potential for showing, and exceptional level of performance in one or more areas of expression.

The state of Arkansas defines giftedness as the following: "Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability."

Our goals at Lonoke are to 1) expose students to areas of study beyond those prescribed in the classroom, 2) develop self-directed learning, 3) provide a learning environment which promotes intellectual challenges, 4) encourage the student to develop a positive self-concept, and 5) provide the students with the opportunity to interact with other gifted and talented students.

More information can be found at

<https://www.lonokeschools.org/domain/445>.

What is the difference?

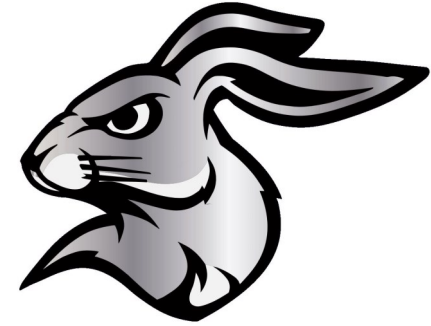
A Child Demonstrating **BRIGHT** Behaviors

- Knows the answer.....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
- In the top group.....Beyond the group
- Listens with interest.....Shows strong feelings and opinions
- Learns with ease.....Already knows
- 6-8 repetitions for mastery.....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
- Absorbs information.....Manipulates information
- Technician.....Inventor
- Good memorizer.....Good guesser
- Is alert.....Is keenly observant
- Is pleased with own learning.....Is highly self-

The first stage of identification consists of gathering subjective and objective data. Through observations during G/T whole group enrichment (K-2), the G/T Coordinator, primary teachers, and Talents Unlimited trained teacher discuss information to be placed on the Kingore Observation Inventory checklist or in informal notes taken during instruction. During flexible groups (K-6), information is gathered and kept in anecdotal form by the classroom teacher and G/T Specialist. Objective data, such as current standardized achievement tests, formative assessments, and norm-referenced tests are also documented.

At the conclusion of second grade, formal identification begins with a pre-referral conference in which the classroom teacher and the G/T Specialist review information gathered since kindergarten. Once student data has been reviewed, recommendations are made for additional testing and possible

A Child Demonstrating **GIFTED** Behaviors



Identification

Once objective information is gathered from testing and subjective information has been quantified, placement meetings are held. Students are identified using a blind identification process. No single criterion or cut-off score is used to include or exclude a student. Parents and teachers are notified by letter of the decisions of the placement committee. If instructionally useful information about individual students is found, the information will be disseminated to the proper parties. A parent/guardian must give written permission before a student may be placed in the gifted program. A student review is completed each year which provides documentation for continuation of gifted services. All information is properly maintained for at least 5 years or as long as needed. Parents who do not agree with the decision of the committee may initiate the appeals process. The appeal will be heard at the building level by an exit committee, which may

include the G/T Coordinator, counselor, building administrator, and classroom teachers. placement in the gifted program. At this time, stakeholders may also recommend students for testing. Parents must give written permission before G/T testing can be administered.

Objective information collected, beginning at the end of first grade, consists of augmented state assessments, the Otis Lennon School Abilities Test, 8th Edition (OLSAT), and the Williams Tests of Creativity, Exercise in Divergent and Thinking. Subjective information is gathered via the Renzulli Hartman Rating Scale, the SIGS (Scales for Identifying Gifted Students), the Kingore Observation Inventory, by grades, and by anecdotal records kept by the G/T specialist and classroom teachers.