Monash University: Faculty of Education : Assessment Cover Sheet

1. **PRINT CLEARLY** and complete all necessary details
2. Read and sign this cover sheet then staple it to the front of your assignment
3. Please note that it is your responsibility to retain copies of your assignments!
4. Please ensure that you have read and understand your faculty's policy about assignment submission and late penalties

Student's name	**Owens**	**Suzanna Christina Joy**	
School/Campus	Clayton	**Student's I.D. number**	25052152
Unit name	Advanced studies in gifted education	**Unit code**	**EDF6613**
Lecturer's name	Leonie Kronborg	**Tutor's name**	Leonie Kronborg
Type of submission (eg Assignment 1)	Assignment 1	**Group Assignment** (tick box) ☐ Note, each student must attach their own signed cover sheet to the assignment.	

Due date: 15-5-13 **Date submitted:** 17-5-13 **Extension granted** (tick box) ✓

If an extension of work is granted, specify date and provide the signature of the lecturer/tutor. Alternatively, attach an email printout or handwritten and signed notice from your lecturer/tutor verifying an extension has been granted.

Extension granted until (date): 17.5.13 **Signature of lecturer/tutor:** email attached

Late submissions policy	**Days late**	**Penalty applied**
Penalties apply to late submissions and may vary between faculties. Please refer to your faculty's late assessment policy for details		

If there are no substantial factors to indicate that plagiarism was accidental or unintentional, plagiarism and collusion will be treated as cheating in terms of Monash University Statute 4.1 - Student Discipline.

Plagiarism: Plagiarism means to take and use another person's ideas and or manner of expressing them and to pass these off as one's own by failing to give appropriate acknowledgement. This includes material from any source, staff, students or the Internet - published and unpublished works.

Collusion: Collusion means unauthorised collaboration on assessable written, oral or practical work with another person. Where there are reasonable grounds for believing that intentional plagiarism or collusion has occurred, this will be reported to the Associate Dean (Education) or nominee, who may disallow the work concerned by prohibiting assessment or refer the matter to the Faculty Discipline Panel for a hearing.

Student Statement:

- I have read the University's Plagiarism Policy and Procedures.
- I understand the consequences of engaging in plagiarism and collusion as described in University Statute 4.1 Student Discipline, Part 2 Misconduct.
- I have taken proper care to safeguard this work and made all reasonable efforts to ensure it could not be copied.
- No part of this assignment has been previously submitted as part of another unit/course.
- I acknowledge and agree that the assessor of this assignment may, for the purposes of assessment, reproduce the assignment and: (1) provide it to another member of faculty and any external marker; and/or (2) submit it to text matching software; and/or (3) submit it to a text matching software which may then retain a copy of the assignment on its database for the purpose of future plagiarism checking [Delete (3) if not applicable.]
- I certify that I have not plagiarised the work of others or participated in unauthorised collaboration when preparing this assignment.

Date: 17.5.13 **Signature:** .....

Privacy Statement: The information on this form is collected for the primary purpose of assessing your assignment and ensuring the academic integrity requirements of the University are met. Other purposes of collection include recording your plagiarism and collusion declaration, attending to course and administrative matters and statistical analyses. If you choose not to complete all the questions on this form it may not be possible for Monash University to assess your assignment. You have a right to access personal information that Monash University holds about you, subject to any exceptions in relevant legislation. If you wish to seek access to your personal information or inquire about the handling of your personal information, please contact the University Privacy Officer

Extension email:

From: Leonie Kronborg [mailto:leonie.kronborg@monash.edu]
Sent: Monday, 13 May 2013 2:37 PM
To: Suzanna Owens
Subject: Re: Flexability on due date

Hi Suzanna,

Yes all those various aspects of life do affect writing.. Friday will be fine. But, you have to move onto the IP quickly as well!

regards, Leonie.

On 13 May 2013 12:10, Suzanna Owens <sowens@unimelb.edu.au> wrote:

Hi Leonie

I am madly working on my assignment due this Wednesday though I must admit, (this being my first very busy assessment period as an MA student) I am finding conflicting work and family commitments have really stalled my writing and editing progress.

I was wondering whether there might be any flexibility on the due date? I can rush to finish by Wednesday, but I'm worried that this is going to affect the quality of work. Might I ask to please have an extension to Friday?

All the best

EDF6613 Advanced Studies in Gifted Education: Assessment 1

Miss Suzanna Owens: 25052152

Contents

Topic 1: the nature of specific talents and procedures to identify these talents

Article: Piirto, J. (2007) "The Elementary and Middle School Talented Child". In *Talented Children and Adults: Their Development and Education – 3rd Ed.* Waco, Texas: Prufrock Press.

Objective Summary	Subject Reflections on Relation to the Summary
Piirto (2007) identifies that intrinsic motivation in an area or domain is a clear predictor of talent. That it is the relationship between precociousness and practice that talent may shine. For instance, a child who demonstrates a strong interest in complex puzzles and strategic games (such as chess) may be gifted mathematically. Piaget (1947, 1960 as cited in Piirto, 2007) described this as a strong interest in the de-coding and manipulation of patterns, or "formal operational thought" (1947, 1960 as cited in Piirto, 2007) As stated by Piirto (2007): *"Students who have talent in mathematics and science often become interested early in the mathematical structure of music and chess" (Piirto, 2007 p. 274)* Whilst young visual artists and writers enjoy using visual art and writing stories as a communication tool and enjoy practicing and improving their skills. Piirto(2007) suggests that identifying giftedness in these students be based on self-selection: *"Does the child want to be a writer?" (Piirto, 2007 p281)*	Piirto's (2007) case studies are wonderful illustrations of the theory she is presenting, particularly because they examine the whole child not just their isolated area of talent. The cases often illustrate the subject's familial background, socio economic context, sociability, personality traits, approach and attitude to school, and preference of extracurricular activities. This demonstrates that giftedness and talent is not only exhibited in the specific area of their domain, but as a whole person. Piirto (2007) introduced us to nine year old Suzanne who: • Has a love and talent for literacy, especially fiction. • Responds well to praise • Enjoys helping other students • Is *"responsible, clean and helpful" (Piirto, 2007 p.263)* She contrasts Suzanne's (very likeable) characteristics with 9 year old Kevin, Whilst exhibiting similar areas of talent, the two couldn't be further apart characteristically. In contrast to Suzanne, Kevin: • has a passion for fiction literature, particularly fiction novels about astronomy • is opinionated • hates to do his homework

Piirto (2007) discusses this facet the gifted and talented in the scope of how schools could respond to children. Piirto (2007) discusses the validity of standardised testing as an identifier of talent. Referring to Fliegler's Checklist, (1961, as cited in Piirto, 2007, p. 285) as a double edged sword. Whilst standardised testing holds value in demonstrating understanding of content above that is represented in the curriculum, it may not function well for scientifically gifted students:

> *"High math and verbal ability might be present, but not always" (Fliegler's Checklist as cited in Piirto, (2007), p. 285)*

Piirto (2007) suggests that observation should be a partnership between parent and teachers, stating:

> *"much of it is manifested in the activates the child does out of school which is why talent observation in schools should be in partnership with parents" (Piirto (2007) p. 275)*

For instance, students with a curiosity in science will gravitate towards hobbies that nurture this area, noticing bird-watching as an example.

Piirto (2007) considers the emotional and social implication of solitary activities outside school hours. Piirto (2007) highlights that gifted children, particularly in the areas of mathematics and science, may find themselves unable to connect with other children due to solitary extracurricular activities.

Piirto(2007) illustrates this using a biographical case study on mathematician: Bertrand Russell. Russell's interest in nature and mathematics left him feeling

- has an insatiable curiosity and memory for all things cars.

This demonstrates the need to observe the whole child, rather than isolate and focus on the talent.

Whilst IQ testing may be one facet of identifying giftedness, Piirto (2007) is correct in emphasising the need for observation of personality traits, areas of interest and precociousness.

I was particularly interested in this, as it resonates with my teaching philosophy. I was inspired to become a primary school teacher because I wanted to teach the whole child, not an individual domain such as English or Maths. I strongly favour formative testing, with observation being the focus on the details of content and performance rather than summative assessment being more outcomes based.

Piirto (2007) identifies that various checklists such as Fliegler's Checklist (1961, as cited in Piirto, 2007, p. 285) are also good identifiers for talent in certain domains, and these also take into whole child observation for diagnosis such as personality traits and characteristics. In the case of Fliegler's Checklist, (1961), great emphasis was given to considering observational data outside IQ testing. I would agree here because when analysing Fliegler's Checklist, (1961) for science giftedness in particular, I noticed that all but 3 characteristics refer to the demonstration of high IQ. All other predictors refer to interest points or demonstrated curiosity in certain areas; such as an interest in science fiction, and a love of collecting.

Further, cognitive processing characteristics are prevalent such as;

- Thinking obstructively

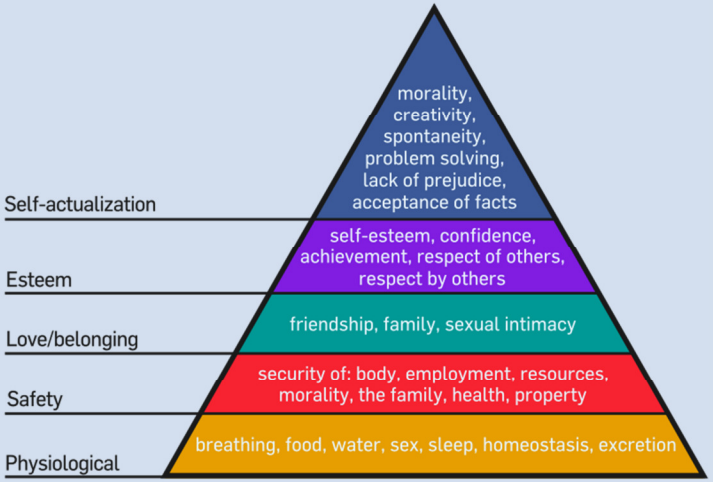
a sense of depressed isolation, though it was his love of mathematics that also gave him solace and company: *"I had an increasing sense of loneliness, and a despair of ever meeting anyone with whom I could talk. Nature and books and (later) mathematics saved me from complete desponancy" (Piirto (2007) p. 285)* Russell's story is a classical case for the talented child in mathematics, stating that his: *"solitary childhood and early love affair with the beauty of mathematics is typical of the development of mathematical talent in the early years" (Piirto (2007) p. 278)* This highlights the importance of observation of the whole child, not simply academic or creative talent by the child's social and emotional domains.	• The ability generalise • An excelled ability for Code breaking heaving activities such as mathematics and reading. We can derive from this that while IQ testing may be an early predictor of science talent though observation of areas of curiosity and precociousness, thought processing and personality traits may be of equal value. As described by Piirto (2007), gifted writers or visual artist in my teaching experience were in fact 'self-selected,' they simply couldn't help themselves but to write or draw as much as possible. The student's in my class demonstrating giftedness in writing especially enjoyed open ended activities such as recounting a story in any medium or genre they chose so that they may be able to fully explore and exhibit their talents. Reading this validated my observation and identification of these children as having giftedness within that particular domain. One case study I found intriguing was that of the A Better Chance (ABC) program (as sighted in *Piirto (2007)* p. 266) which identified a strong sense of emotional intelligence as an indicator for the gifted child. Other personality traits included resilience, confidence and autonomy as well as independence of mind are all intrinsic thought processing and emotional coping strategies for the gifted child.
Highlights, major points	**Reflections on Highlights, major points**
1. **Assessment of and identification of giftedness is a developmental process taking into account IQ testing, observation and domain specific checklists**	**2. And 3:** I feel that considering the child as a tapestry of characteristics, preferences, behaviour, sociability and interests observed – such as described by Piirto (2007) in the cases discussed within her chapter - together with some form of summative testing as

2. **Assessment of a child for giftedness needs to be collaboration between parents and the school.** 3. **The greatest identifier of giftedness is a strong curiosity and intrinsic motivation to study or explore. Observing how the child uses their time outside of school hours (such as extracurricular activities) are key indicators of this.** 4. **Often gifted children find themselves isolated and lonely due to their choice of activities being of this nature (such as bird watching or a fascination with rocks or mathematics).** 5. **Positive role models can play a significant part in nurturing the gifted child.** 6. **Independence of mind, strong sense of self, and risk takers are high indicators of giftedness.**	concrete evidence is a wonderful way of testing for giftedness. Certainly, one cannot exist without the other. Considering what the child chooses to do with their free time is also a fantastic tool because it demonstrates a natural curiosity, precociousness and intrinsic motivation towards an area. Through I feel there is risk involved here too. For instance, I studied ballet for 15 years, three times a week. I enjoyed this activity for about five of those years, the other 10 were for my parents – very conscious of the amount of money they had spent on the lessons and equipment I didn't want to disappoint them. I often see this with children who study music, they appear to enjoy it though their lack of practice outside formal classes reflects otherwise. I feel that in this case, discussions with the child (only) to discover whether they are truly interested in the domain is very important in identifying giftedness or talent. **4. and 5:** Students exhibiting loneliness, isolation and lack of connection with others are of particular concern for me as a teacher. Teachers need to be aware to take care of and observe for the emotional vulnerabilities of all students, particularly in the case of gifted and talented children. This has certainly raised my awareness of that. Should a student find they are unable to connect or exhibiting loneliness and isolation, Piirto (2007) suggests that the use of positive role models and connection with others of like mind (and talent) can be helpful. **6:** I was intrigued by Piirto's (2007) exploration of the A Better Chance (ABC) program (As sighted in Piirto, (2007) p. 266). As a child, I always exhibited anxiety, shyness and trouble with self-confidence. Partly because I come from a large and complicated family of extraverts. I had always observed the children exhibiting the traits discussed identified in the ABC program and envied them. My sister, for instance, was part of the Monash University Krongold program (2). She was always risk taking and very confident. Today, she is a very successful film director. My other two sisters were similar and also entered the Krongold

	program (2); today they are also incredibly successful in their chosen domains whilst my shyness and lack of resilience appeared to be a barrier to becoming successful.
Lingering Question	**Personal Significance of Lingering Question**
How can we fully integrate children with exceptional talent into the classroom both socially and academically without demonstrating them as 'different' and emphasising isolation from others?	I found this to be of particular concern whilst in the classroom. One child in particular (grade two) was very gifted in math, science and literacy. He would consistently find the work too easy for him and would become frustrated and disruptive, particularly when he finished early. The student could be very sensitive though was dominating with other children and always took the 'leader' role in most group tasks. The student's constant frustration at the simplicity of work upset me greatly because I knew we were holding him back, though the school philosophy was not to use guided acceleration, but to give him worksheets from high school levels and hope for the best. Over the year, the student's moodiness isolated him from other children and I always thought I could have handled it better. I feel that considering Piirto's (2007) input I should have consulted the checklists, kept observation logs and provided him with more open ended activities to explore his talents. I would be interested to see if there were anything I could have done to integrate him more.

Topic 2, Perspective 1: Creativity and its Assessment

Article: (3) Cramond, B. & Kim, K. H. (2008), The Role of Creativity Tools and measures in Assessing Creativity. In J. VanTassel-Baska, *Alternative Assessments with Gifted and Talented Students*. Waco, Tx: Prufrock Press.

Objective Summary	Subject Reflections on Relation to the Summary
Cramond and Kim's article (2008), (3) explores the perspectives and influences on talent development. Cramond and Kim (2008) consider Gagne's model (1985, 1995) of talent development. According to Gagne, "*catalysts"* (Cramond and Kim (2008) p 20) play a significant role in talent development. Including: • Intrapersonal*: referring to intrinsic motivation and personality traits* • Environmental: *referring to the home environment, familial relationship and events that may happen.* (Cramond, B. & Kim, K. H. (2008), p20) Cramond and Kim (2008) suggest that these catalysts may work positively in the development of talent, or act as barriers if they are: *"faulty catalytic conversions."* (Cramond, B. & Kim, K. H. (2008), p20) According to Cramond and Kim (2008), talent development needs to be identified and then directly and specifically nurtured to fully develop. There are many perspectives on how best to develop talent. Cramond and Kim (2008) identify three key landmark studies on talent development: • Benjamin Bloom's study on developing talent (1985) • Mihalyi Csikszentmihalyi's study (1193) on adolescent talent development (1993) and • Andrew Ericcson's work on the role of practice in developing talent (1993)	I agree that talent development can be nurtured or barred by a child's environment. I consider Maslow's Hireachy (4, 1954) of needs as an interpretation of Gagne's model **(**1985, 1995 as sighted in Cramond, B. & Kim, K. H. (2008), of talent development:  According to Maslow's table above (4, 1954) the most fundamental and basic four layers of the pyramid demonstrate what Maslow called *"deficiency needs."* (4) These focused on the intrapersonal needs of the individual. If these *"deficiency needs"* (4) are not met the individual will feel anxious. Anxiety can act as barriers to achievement. Maslow (4, 1954) states that if all the above needs are met and encouraged, they may strive beyond the scope of their basic needs, to self-actualisation and acceleration: *"Self-actualizing people are gratified in all their basic needs (of belongingness, affection, respect, and self-esteem)".[2] Once a person has successfully navigated the hierarchy of needs thus satisfying all their basic needs, Maslow proposed they then travel "a path called growth motivation".[5]*

(as cited in Cramond and Kim (2008), p.21)

Bloom (1985) as sighted in Cramond and Kim (2008) discovered that talent development in varying domains may overlap. Emphasising talent development as a process of evolution rather than a discovery.

Csikszentmihalyi's (1993, as sighted in Cramond and Kim (2008) work suggested that the key indicator of talent development lay in using outside of school hours productively. Csikszentmihalyi (1993, as sighted in Cramond and Kim (2008) believed that if a student exhibit's intrinsic motivation towards an activity or domain, a process where:

> *"time becomes inconsequential and the sheer love of doing the work is central to both understanding and helping gifted students at various levels of development"*
>
> (Cramond, B. & Kim, K. H. (2008), p21)

Meaning that if a student is passionate about an activity or domain, they should be properly nurtured and encouraged to indulge in it and fully develop their talent.

Ericsson (1993, as sighted in Cramond, B. & Kim, K. H. (2008) on the other hand does not accept innate ability to define talent. Rather, he felt that practice, proper guidance and experience alone enhances performance and develops talent.

According to Cramond and Kim (2008) however is the importance of quality of education and guidance in developing talent. Further, Cramond and Kim (2008) emphasise that the student's accessibility and learning style needs to be considered and developmental maps to be tailored to meet them. Stating:

Rajamanickam, M. Contemporary Fields Of Psychology And Experiments. New Delhi, India: Ashok Kumar Mittal, 1999. Pg 142.

I agree with Bloom (1993, as sighted in Cramond, B. & Kim, K. H. (2008), that talent domains may overlap, to create multi-talented people. Certainly in the areas of science and mathematics, there are clear overlaps as logic and patterns are emphasised in both areas.

Csikszentmihalyi's (1993, as sighted in Cramond and Kim (2008) view on talent being strongly reliant on intrinsic motivation is also valid. This is particularly relevant to writing and visual arts prodigies as they are self-selected.

To some extent, I agree with Ericsson (1993, as sighted in Cramond, B. & Kim, K. H. (2008). Practice is integral to improving performance, though I feel intrinsic motivation is important to 'strike a chord'.

Providing higher order thinking opportunities are integral. Including these in the curriculum of the gifted child can grant them the opportunity fully explore their talent level and experiment with risk.

Positive reinforcement and immediate and consistent feedback is important to all children, though perhaps more so while nurturing talent. I feel that this is imperative within the classroom and more so at home however, so that the child can feel their talents are not being unrecognized and that they are being understood.

"Instruction should be sensitive to a student's level of functioning, provide direct teaching to raise that level" (Cramond, B. & Kim, K. H. (2008), p21) Cramond and Kim(2008) also stress the importance of constant feedback and positive reinforcement and if possible, an appropriate mentor as integral to development.	
Highlights, major points	**Reflections on Highlights, major points**
1. **The development of talent is an ongoing process** 2. **There are various views on talent development, and these are ever evolving.** 3. **The development of talent is reliant on interpersonal and environmental catalysis, and can be nurtured if they are functioning, or harboured if they are faulty.** 4. **The adaptation of a differentiated curriculum can assist with the development of talent within the classroom** 5. **A student's learning style needs to be considered when arranging a curriculum to meet the needs of the gifted child.** 6. **Positive reinforcement and immediate and consistent feedback is important to all children, though perhaps more so while nurturing talent.**	1. The development of talent is an ongoing process and it appears to be one that is not an independent journey. The importance of nurturing people such as teachers, mentors and a supportive family are all integral to success. 2. and 6. Though varying views on talent development exist, all agree on one fundamental point. That talent certainly needs to be nurtured for it to flourish. Failure to identify talent and giftedness early can stifle a child's development of talent. Failure to adequately scaffold the talent, nurture and encourage the student towards their area will adversely affect their chances of succeeding. 3. Further, if the interpersonal and environmental catalysis are not conducive to achievement, the child will struggle to be nurtured, both in their talent and their wellbeing. This means to me as a teacher to ensure that my students are exhibiting the signs of happy children – acting quickly if not. 4, 5 and 6. I always look for ways to encourage a varied curriculum in my planning. I am a big fan of constructivist and student centred teaching with a focus on the inquiry model, I love to incorporate science experiments and open ended writing activities.

	Particularly with gifted and talented students, I try to provide them with – what I call; - 'sky high' opportunities', meaning that they are free to research something as much as they like (usually within their domain, or slightly outside if I'm feeling they would like a challenge), and represent the data in whatever fashion they wish. In so doing, I notice the students are not constricted by instruction though free to think independently, take risks and problem solve at will. The work produced is always of a high standard and most importantly, original. I feel that originality is testament to the students expressing themselves and striving towards their potential. Of course, positive reinforcement is critical to self-esteem and to them feeling their talents to be identified and appreciated.
Lingering Question	**Personal Significance of Lingering Question**
With so many differing views on how best to nurture developing talent, it is difficult to choose the most appropriate method of supporting gifted students.	My personal preference would be to take into account each student's intrinsic motivation and nurture it using positive feedback and recognition of talent though after studying this unit I am left confused. I feel that it may be needs specific however – not necessarily a blanket method for all. Possibly the best mode of action would be to assess each case and provide one or a combination of each method. One factor is significant to me, that collaboration between the child, the school and parents is in the best interest of nurturing talent and is a relationship that should be nurtured as much as the child itself.

Topic 2, Perspective 2: Creativity and its Assessment*

Article: (6) Piirto, J. (2007) "Identification of Creativity".In *Talented Children and Adults - Their Development and Education. 3rd Ed.* Waco, Texas: Prufrock Press.*

*Please Note: You will notice that there are two pieces from the same topic, this is because I wanted to pair two varying perspectives on this topic for contrasting opinions and as this area of study is of particular interest to me.

Objective Summary	**Subject Reflections on Relation to the Summary**
Piirto (2, 2007) defines creativity as: *"The ability to produce something new, if not to the world, then to the person doing the producing" (Piirto, 2007, p.173)* Piirto(200) claims that educators have a vested interest in creativity testing for the following reasons (p.170): 1. Reasons of quantity – that is, we want more creative products 2. Reasons of quality – we want better creative products 3. Philosophical reasons of the pursuit of freedom and mysteriousness 4. Reasons of equity 5. Reasons of nationalistic pride: we want to identify creative people within our nation state so that we can compete internationally 6. Prepare for the future(Jarvie, 1981) Further, Piirto (2007) argues that testing should not emphasise fluency, as standardised testing encourages. Piirto's (2007) list defining *"how parents and researchers can enhance creativity in children" (Piirto (2004) p. 175, 1)* demonstrates that the following are attributes that can nurture creative talent:	Considering the validity of testing for creativity, I take into account Torrance's list of *creative positives* (1969, as sighted in Piiro (2007) p. 170) . In comparison to traditional IQ testing and summative testing – Torrence list of behaviours (1969, as sighted in Piiro (2007) p. 170) focus on behavioural or personality traits rather than domain specific capability and motivation. Piirto (2007) argues that this considers the variance of socio economic and cultural contexts of the tested, making the test more equitable: *"because disadvantaged children may not have had an opportunity to be exposed to domains where creative production is generally sought in the school setting" (* Piirto (2007) *p.170)* I favoured Torrence's (1969) perspective and equitable testing concept. Feeling that behavioural and emotional experiences are universal and unique to the individual – as is creativity. Although not the most black and white test, I feel that as a foundation to identifying creativity it has strength in its consideration of the emotional – primarily because creativity steams from the emotional and behavioural reflexes.

• encouragement, • recognition of talent, • provision of private lessons and materials, modelling • enthusiasm Whilst, Piirto (2007) notes what teachers can do specifically to nurture creative talent. Including the following into the curriculum / lesson structure: • Imagery, included guided imagery • Activities that involve imagination such as storytelling • Intuition, such as psychic intuition and dreams activities • Activities that call for insight interpretation. • Provision of inspiration • Encouraging incubation – culminating in a project • Improvisation – spontaneity of creativity (Piirto (2007) p.186)	
Highlights, major points	
1. **Parents and teachers need to nurture creative talent through the provision of materials, encouragement and creation of a happy – creative – environment** 2. **Creativity cannot generally be tested using IQ assessment; we**	The statement that both parents and teachers need to nurture talent collaboratively is valid. As a mother and a teacher, I take great joy in coming up with creative ideas that involve the

need to look for methods that involve behavioural and emotional responses and reflection. 3. **While many reasons exist, the main points to test for creativity are: quantity, equity, national competition and pride and freedom.** 4. **Creativity testing should be completed by observation of the person being creative, over a period of time. Work should be collected as authentic assessment.** 5. **Creativity training and nurturing should be available to all students, just like mathematics and language studies**.	aspects identified by Piirto's (2007) *"how parents and researchers can enhance creativity in children"* list. Including, teaching fractions and measurement by cooking picture pizzas, teaching measurement and estimation by drawing 30metre long whales on the quadrangle…etc. In so doing, I can observe creativity in my students and collect authentic assessment and nurture their creative needs while teaching content.
Lingering Question	**Personal Significance of Lingering Question**
I would really love to see more studies completed on how authentic assessment stands up to standardised testing as an indicator.	As an educator who favours this over standardised testing, I would be very interested to test its validity for assessment.

Topic 4: Young gifted students' needs, assessment and development

Article: (7) Piirto, J. (2007) "The Young Talented Child Birth to Grade Two". In *Talented Children and Adults - Their Development and Education.* Waco, Texas: Prufrock Press.

Objective Summary	Subject Reflections on Relation to the Summary
This chapter explores the assessment, characteristics, personality traits and development of very young children. Piirto (2007) suggests that early identification and intervention is essential when nurturing the development of young gifted children. Stating:	As a single mother of a three year old, I am always observing for evidence of giftedness. My son attends day care full time, (as I work full time) and as such I am reliant on the staff there to observe him. He has a normal interest in dinosaurs and pirates, though does not show signs of wanting to read independently. He is often the leader in activities, is very

*"It is necessary to attempt to identify talented children at a young age" (*Piirto (2007) *p. 225)* Identifying these types of children is difficult, though Piirto (2007) argues that precocity is a key indicator of academic intelligence. Alertness in toddlers is also a good indication. Others include: • Having an excellent memory • Extended periods of concentration, particularly in areas they are curious or interested in. • Dyssynchrony (more advanced in one area that others) • Affective precocity, often displayed through adopting the leadership role in games and activities, and, • Preferring older companions to play with Piirto (2007) argues that early readers are excellent code-breakers, and are motivated to learn independently (without instruction) as they: *"infer meanings from the context and read words alone and in a sentence" (*Piirto (2007) *p. 226)* Whilst early readers may be easy to identify because of their capability and confidence in reading, mathematically gifted children are less so in the early years: *"Children who turned out to be academically talented in mathematical ability were 'undistinguishable from other infants'" (*Piirto (2007) *p.231)* In testing for Dyssynchrony in toddlers, Piirto (2007) identifies that a combination of summative and formative assessment is needed, though observation is best utilised.	charismatic, sociable, and incredibly sensitive. I can deduce that he is a normal, happy boy with no obvious signs of giftedness at this stage. I was drawn to the social and emotional attributes of academically gifted toddlers. Particularly their gravitation towards leadership roles and dominance, charisma and confidence. Certainly these attributes demonstrate not only a high aptitude but also a social and emotional intelligence that is a trait that I feel is a precursor for success, resilience and flexibility in life's journey.

Piirto (2007) suggests that in the case of toddlers, parents are usually the best early identifiers as they are perhaps the most observational. Stating:

> *"At the Hunter Campus Schools, about 50% of those who are referred by parents for IQ testing at a young age are usually found to indeed have very high IQ's" (*Piirto (2007) *p. 234)*

Of those referred, parents also identified personal characteristics that were prevalent in the academically gifted child including curiosity of their environment, had an interest in code breaking and symbols, listened to music and had advanced ability with art. Socially, these children were confident, gravitated towards positions of leadership and had advanced sociability skills (Piirto (2007) p. 234).

The Early Assessment for Education Potential (EAEP) Project reflected these characteristics. Identifying an:

- *Advanced use of symbol systems: expressive and complex*
- *Does not conform to typical ways of thinking, perceiving*
- *Keen sense of humour that reflects advanced unusual comprehension of relationships and meaning.*
- *Leadership: a desire and ability to lead*

*(*Piirto (2007) *p. 235)*

As key social indicators of high IQ.

Piirto (2007) notes that a variance of testing is needed for varied socio-economic levels of children, such as 'culture free' testing for low socio economic and extremely economically poor students. Project Synergy (Piirto

(2007) p. 235) developed a method for identifying poverty-stricken gifted kindergarten children (Borland and Wright, 1994 as sighted in Piirto (2007). The project focused on 'culture free' testing methods, observation and a teacher nomination process. Piirto (2007) suggests that factors that may inhibit giftedness and talent to flourish are early traumatic experiences such as family breakdown, orphanhood, health problems, excessive authoritarianism or substance abuse in parents. Ultimately, a: *"rich, free play life is essential to the optimal development of young talent" (*Piirto (2007) *p. 259)*	
Highlights, major points	**Reflections on Highlights, major points**
1. **A variance of testing is needed for varied socio-economic levels of children, such as 'culture free' testing for low socio economic and extremely economically poor students.** 2. **in the case of toddlers, parents are usually the best early identifiers as they are perhaps the most observational.** 3. **In testing for Dyssynchrony in toddlers, a combination of summative and formative assessment is needed, though observation is best utilised.** 4. **Whilst early readers may be easy to identify because of their capability and confidence in reading, mathematically gifted**	The key to be taken from this topic, is that testing for giftedness at such an early age needs to take into account the whole child. Considering their home background, familial influence, interests, behavioural traits and what they are motivated towards. Testing should be varied and perhaps tailored to each child, incorporating all of the factors mentioned – though not ignoring parental observations as key to assessment also. Further, negative home environment factors need to be considered as possible challenges to the child fully succeeding,, and these need to be identified and resolved if the child has any hope of fully exploring their potential.

children are less so in the early years 5. early identification and intervention is essential when nurturing the development of young gifted children 6. factors that may inhibit giftedness and talent to flourish are early traumatic experiences such as family breakdown, orphanhood, health problems, excessive authoritarianism or substance abuse in parents.	
Lingering Question	**Personal Significance of Lingering Question**
I am left wondering how a teacher or assessor might assist students who are identified as gifted, though have difficult home environments – such as the exposure to substance abuse or other family disruption. What place might a teacher play in intervening so that the child might have the best opportunity?	Growing up in a family of divorce, a house fire, mental illness and other chaotic situations I realize that this had an impact on my succeeding because I was always worried about what might happen next. Today, I am a stronger person for it, and I know I can deal with anything that comes my way, though to think of a child experiencing this disruption causes me sadness. I would love to know what might be in place to support these children through this and focus on them excelling towards their potential.

Topic 5: Prodigies & students with exceptionally high intellectual potential

Piirto, J. (2007) Identification of the Academically Gifted and Talented: High IQ Talent and Specific Academic Talent. In *Talented Children and Adults: Their Development and Education.* Waco: Texas: Prufrock Press.

Objective Summary	Subject Reflections on Relation to the Summary
Though the identification of academically gifted and talented children usually equates to standardized testing – such as IQ testing, Piirto (2007) discusses the debate surrounding the identification and collecting of information for these children in this chapter. *"Aren't all children gifted and talented"(* Piirto (2007) *p. 111)* A fair question. Interestingly, the case study follows on to describe the problem with testing, in that it often discriminates against creativity testing, stating: *"Some states identify children who are creatively gifted and talented, although our state does not" (p.112)* Piirto (2007) suggests that this misconception is common, and debates surrounding the best method for identifying varying forms of giftedness are widespread. Alvino, McDonnel and Richet (1981; Richet, 2003, as cited in Piirto (2007) suggested that identification of the gifted and talented needs to follow six basic principles: • Advocacy, • defensibility, • equity, • pluralism, • comprehensiveness and • pragmatism (Piirto (2007) p. 115) Piirto (2007) argues that considering the variance of socio economic classes and cultural backgrounds, the principle of equity is most problematic during assessment. As such, no single method is reliable: *"Theoreticians in the field debate endlessly. What theory of*	I was intrigued to read about the debate surrounding formal testing, identification and collation of assessment information for potentially gifted and talented children. I was particularly interested in the passage where Piirto (2007) hazards unspecialised teachers against identification of giftedness: *"Although most districts prefer teacher to do the nominating, one reason they may not be effective nominators is that most teachers have not had forma training in talent development education"* *(Piirto (2007) p. 133)* Whilst generalist teachers may not be the best source of testing, she argues that using leisure and out of school activities as predictive behaviours for intrinsic motivation. I completely agree with this. During my final presentation on student teacher prac I referred to a student as "mathematically gifted." The principal asked: "*Well, how do you know? You're not trained to tell that, how would you – a student teacher – know if a child is gifted or not".* It struck me then, that I didn't – and in fact had no place in making judgement, only observations. This was an invaluable experience in understanding the delicate nature of assessment for gifted children, and the need for specialised assessment.

intelligence, what theory of creativity, and what theory of genius should guide our identification of gifted and talented children"

*(*Piirto (2007) *p. 117)*

Considering this, Piirto (2007) suggests that each intelligence should be considered individually and not be verbally bias. Piirto (2007) identifies that the use of local norms in identification is integral to prevent inequality. (Piirto (2007) p127)

The inclusion of personality and behavioural factors must also be included in assessment. Further, Piirto (2007) identifies that not a single test on a single day is reliable, though an evolution of testing over a period of time is necessary. Considering Tannenbaum's (1983, 1986) *Steps of Identification* (as cited in Piirto (2007) p.130) illustrates this as a developmental process. Step one suggests screening, step two: selection, step three: Differentiation according to Specific Domains and step four syphons off the child into the most appropriate enrichment program.

Possible sources of testing include:

- The use of matrices (charting variable data)
- Behavioural checklists, such as "Scales for Rating the Behavioural Characteristics of Superior Students"
- Authentic assessment, judging pieces of work and observational checklists over a period of time Standardized testing, such as IQ tests
- Identifying personality variables, such as the recognition of intrinsic motivation.

Highlights, major points	Reflections on Highlights, major points
1. **When testing, a combination of methods should be used – including formative and summative assessment** 2. **The inclusion of personality and behavioural factors must also be included in assessment, particularly for creativity testing.** 3. **When testing, it is important to ensure that it is equitable – taking into account social and cultural norms.** 4. **Misconception about the best method of assessment is common, and debates surrounding the best method for identifying varying forms of giftedness are widespread** 5. **that identification of the gifted and talented needs to follow six basic principles:** • **Advocacy,** • **defensibility,** • **equity,** • **pluralism,** • **comprehensiveness and** • **pragmatism** 6. **Teachers should be specialised and trained to assess giftedness and talent, though the generalist teacher is the best placed to observe precursors for giftedness though behaviour and the exhibiting of intrinsic motivation toward a particular domain.**	As a teacher, this topic provided a 'reality check' for me. Drawing attention to the misconceptions surrounding assessment for giftedness, debates, variance of methods and important considerations to ensure equality. Particularly the fact that teachers should not dabble in assessment for giftedness because it really is a science and needs to be treated with the upmost respect for the student.
Lingering Question	**Personal Significance of Lingering Question**

My lingering question in response to this topic is that, if generalist teachers are really not specialised to assess giftedness what might happen in areas that do not have a process of referral, particularly due to budgetary constraints? Many schools in Australia have a referral system through wellness programs, though my concern is that schools (particularly rural) may not have this luxury and fall through the cracks.	I am passionate about creating equal opportunities for all children, and the thought that some may fall through the cracks because of the school they attend or their socio economic context – going unidentified as gifted personally concerns me. I worry because though my studies on criminology, so many people in incarceration have particularly high IQ's though they were not given the opportunities to explore them, and so because frustrated, angry and turned to crime as a result. I would love to be reassured that these schools have processes in place to identify and nurture talent.

Topic 6: Gifted and talented students with learning disabilities

Article: (9) Barber, C., & Mueller, C. (2011) Social and Self Perceptions of Adolescents Identified as Gifted, Learning Disabled, and Twice-Exceptional. Roeper Review, 33, 109-120. Baum, S. Owen, S. & Dixon, J. (1993) *To be Gifted and Learning Disabled.* Melbourne: HBE.

Objective Summary	**Subjective Reflections on Relation to the Summary**
This article examines the social and self-perceptions of twice-exceptional students. Barber and Mueller (2011) define twice –exceptional student as being both gifted and having learning disabilities (LD). In particular, Barber and Mueller (2011) identify social stigmas attached to this type of student, and social perceptions both at home and school which contribute to social stigma. Such social stigma Barber and Mueller (2011) argue, contribute to negative feelings of self-worth and enhance difficulty in relationships with nonidentified peers. Barber and Mueller (2011) suggest that asynchronous development may	The social situation that twice-exception students find themselves in is quite unique. I do believe that these students are twice-hit by the stigma wand, as suggested by Barber and Mueller (2011), further because of their unique status – they are considered as somewhat of an enigma. I hate to think of anyone suffering from low self-esteem, or feeling on the 'outside', particularly within a school setting. During my student teacher placements, I noticed a great deal of bullying, particularly affecting those who had been identified as talented and a few children who had LD. I found that the student's often had difficulty feeling empathy for others (being children) and this led to the bullying. In response, I arranged a program called 'don't laugh at me' which focused on non-bullying campaigns and building empathy and emotional awareness. The program had mixed reviews, particularly from my mentor teacher who thought that focusing on bullying and self-esteem

place these students in a position of risk of social alienation which in turn has tremendous negative implications for self-worth and self-esteem. Dole's (2000) report (as cited in Barber and Mueller (2011)) twice-exceptional identified students reporting feelings of: • *Poor self- concept* • *Poor self-efficacy,* • *Hypersensitivity* • *Emotional lability* • *High levels of frustration* • *Anxiety and* • *Self-criticism"* However, Barber and Mueller (2011) suggest that such student's may develop coping strategies. Barber and Mueller (2011) urge educators to consider the social and emotional implications when constructing curriculum programs for twice-exceptional students, particularly because failure to do so may result in "a high incidence of disruptive behaviours" Barber and Mueller (2011).	created conflict within the cohort. Eventually though, I saw a marked difference in how the students communicated with each other and the bullying was replaced with compassion and appreciation for other's talents (which was a focus of the exercises also). I feel that this is what Barber and Mueller (2011) are referring to when he urges educators to consider the social and emotional implications when constructing curriculum programs, certainly it is something I have learned to be rewarding as a teacher.
Highlights, major points	**Reflections on Highlights, major points**
(1) Twice –exceptional students are identified as being both gifted and having learning disabilities (LD), though this in	Next to the social implications for twice-exceptional students are the academic implications. Perhaps the biggest issue faced by twice-exceptional students is lack of identification due

itself presents a problem in identification. **(2) Asynchronous development may place these students in a position of risk of social alienation** **(3) Research needs to continue in this area if we are to make progress in nurturing twice –exceptional students towards their potential** **(4) Social stigmas are a central issue for twice –exceptional students** **(5) Educators need to consider the social and emotional implications when constructing curriculum programs for twice-exceptional students.** **(6) Whilst relationships with peers may suffer due to stigmas and communication difficulties, this is not also evident in parental relationships.**	to their higher abilities being masked by their disability. Certainly the social and emotional implications for these students are of high importance considering depression; low self-worth and low self-perception are all 'faulty catalysts', which will harbour the student's success. Certainly research into this area, though I feel would be under funded, is highly necessary so that we might understand how – as educators – we can support these students. I was particularly glad to read those parental relationships (particularly that of the mother) are less affected for twice-exceptional students. I felt that was positive because the students might have a soft place to fall, (and someone to talk to) when they have difficulty with their peer relationships. I feel that as teachers, we should really observe students for any signs of stigmatisation and bullying, as well as depression and isolation in twice-exceptional students.
Lingering Question	**Personal Significance of Lingering Question**
What funding might be set up for twice exceptional specific programs for enrichment and remedial education is currently set up for these students? Obviously, they cannot tap into both at a particular school (the aid alone would probably max out their individual funding – as this is the greater need) so, I was wondering what policies and procedures might be in place at	I met one child who I am sure was twice-exceptional during student teacher prac. She was low functioning autistic, though incredibly artistic and creative (particularly with creative writing) – though she needed help physically writing. I noticed that the school could only afford to address her remedial needs (through an aid)

government level and individual school level for these students.	though were forced to ignore her enrichment needs. I always wondered whether there was a way to satisfy both her needs and excel her.

References:

(1) Piirto, J. (2007) “The Elementary and Middle School Talented Child”. In *Talented Children and Adults: Their Development and Education – 3rd Ed.* Waco, Texas: Prufrock Press.

(2) Krongold Centre, Faculty of Education (1976) Monash University

(3) Cramond, B. & Kim, K. H. (2008), The Role of Creativity Tools and measures in Assessing Creativity. In J. VanTassel-Baska, *Alternative Assessments with Gifted and Talented Students*. Waco, Tx: Prufrock Press.

(4) Maslow, A. (1954). *Motivation and Personality*. NY: Harper.

(5) Rajamanickam, M. Contemporary Fields Of Psychology And Experiments. New Delhi, India: Ashok Kumar Mittal, 1999. Pg 142.

(6) Piirto, J. (2007) “Identification of Creativity”.In *Talented Children and Adults - Their Development and Education. 3rd Ed.* Waco, Texas: Prufrock Press.

(7) Piirto, J. (2007) “The Young Talented Child Birth to Grade Two”. In *Talented Children and Adults - Their Development and Education.* Waco, Texas: Prufrock Press.

(8) Piirto, J. (2007) Identification of the Academically Gifted and Talented: High IQ Talent and Specific Academic Talent. In *Talented Children and Adults: Their Development and Education.* Waco: Texas: Prufrock Press.

(9) Barber, C., & Mueller, C. (2011) Social and Self Perceptions of Adolescents Identified as Gifted, Learning Disabled, and Twice-Exceptional. Roeper Review, 33, 109-120. Baum, S. Owen, S. & Dixon, J. (1993) *To be Gifted and Learning Disabled.* Melbourne: HBE.