

# Chapter 16

## Otto-Eldred Contact for Gifted Services

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## What is Gifted?

Chapter 16 - Chapter 16 - Special Education for Gifted Students- PA Code

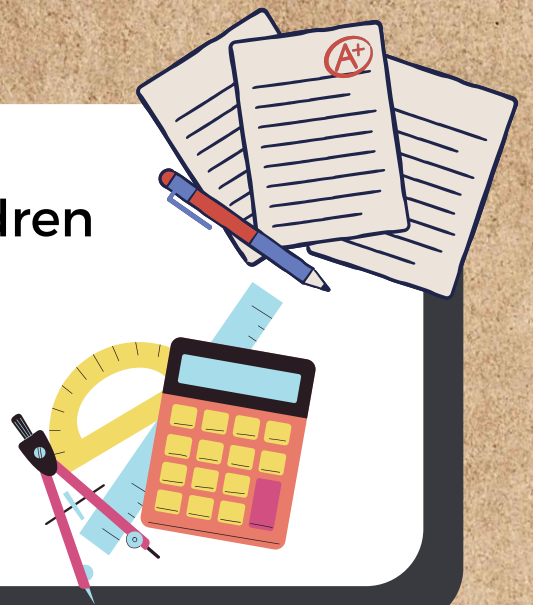
Gifted - This term includes a person who has an advanced IQ and/or when multiple criteria as set forth in Chapter 16 and in PA Education Department Guidelines indicate gifted ability.

## Gifted Education Cont.

Mentally gifted is defined by the PA Gifted Education Guidelines (2014) as “outstanding intellectual and creative ability, the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program.”

## Areas

Remember that gifted children may not excel in all areas. Review GIEP to determine student area of giftedness.



## IU9 Gifted Consortium

The IU9 Gifted Consortium is a group of gifted support teachers from the 14 school districts within the IU9 who meet monthly to plan and develop events and activities for gifted students. Students from the IU9 area come together to work with like minded students on projects of interest and/or strength.

### Sample IU9 Gifted Consortium Events

Quiz Bowl  
 STEM Tech Day  
 Mock Trial  
 PA Media and Design Challenge  
 Career Day  
 Public Speaking Activities  
 Challenge 24  
 Consortium Developed Events





## Characteristics of Gifted Students

Because gifted children are so diverse, not all exhibit all characteristics all of the time. However, there are common characteristics that many gifted individuals share:

- Unusual alertness, even in infancy
- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- Often self-taught reading and writing skills as preschooler
- Deep, intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Idealism and sense of justice at early age
- Concern with social and political issues and injustices
- Longer attention span and intense concentration
- Preoccupied with own thoughts—daydreamer
- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests (or extreme focus in one area)
- Highly developed curiosity
- Interest in experimenting and doing things differently



## Twice Exceptional

The term “twice exceptional” or “2e” refers to intellectually gifted children who have one or more learning disabilities such as dyslexia, ADHD, or autism spectrum disorder. Twice-exceptional children think and process information differently. Like many other gifted children, 2e kids may be more emotionally and intellectually sensitive than children of average intelligence. At the same time, due to uneven development (asynchrony) or their learning differences, twice exceptional kids struggle with what other kids do easily. Because of their unique abilities and characteristics, 2e students need a special combination of education programs and counseling support.



About 20-25%  
of gifted students  
have emotional  
difficulties.

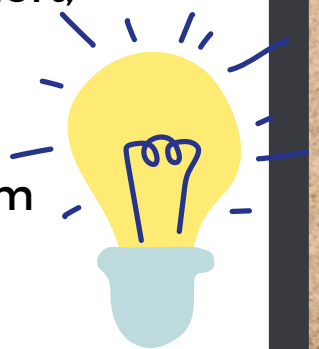


## Types of Data\*

Informed present level data needed to get a clear picture of student academic performance.

### Summative

- After instruction – school level, grade, or course
- Group administered
- Determines if a student has fallen short, met, or exceeded expectations
- Quizzes, Chapter tests, final exams – criterion referenced
- PSSA's, Keystones, SAT's, ACT's – norm referenced



### Formative

- During instruction– lesson, unit, grade, or course
- Individually or group administered
- Helps teacher make instructional decisions
- Classwork, homework, some quizzes, some chapter tests - criterion referenced (accuracy)

### Benchmark

- During instruction – grade or course
- Often group administered
- Determines if the student is on the proper trajectory to meet expectations on the summative assessment (predictive)
- Helps teacher make instructional decisions
- DIBELS, AIMS web, Study Island, Measures of Academic Progress (MAP) – norm reference

### Diagnostic

- Prior to instruction
- Individually or group administered
- Detailed results for a particular aspect of the student
- Helps teacher make instructional decisions
- Provides information about Mastery/Instructional level
- Classroom Diagnostic Tools (CDTs), Diagnostic reading and math assessment tools

\*Varies by district



## Resources

22 Pa. Code Chapter 16. Special Education For Gifted Students (pacodeandbulletin.gov)

Pennsylvania Association for Gifted Education (PAGE) (giftedpage.org)

National Association for Gifted Children (nagc.org)

Frequently Asked Questions  
<https://www.education.pa.gov/Documents/K-12/Gifted%20Education/Gifted%20Education%20Frequently%20Asked%20Questions.pdf>

Traits of Giftedness | National Association for Gifted Children  
<https://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals/traits>

ABC'S of Gifted Education  
ABC's-of-Gifted-Education.docx (live.com)

