

Did You Know? Identification

Courtesy of NAGC Research and Evaluation Division

Giftedness

“[Giftedness] is, rather, developmental – in some children and adults with high potential, at certain times, under certain circumstances, and with appropriate levels of support, time, effort, and personal investments and choices.” (Reis & Renzulli, 2009, p. 235).

Reis and Renzulli’s (2009) article on the diversity of giftedness states that giftedness cannot be defined as a single homogenous group. Past research has demonstrated developmental characteristics that impact expressions of giftedness, including ability and aptitudes; achievement; academic background; culture & identity; effort and motivation; and interests, learning styles, and creative opportunities. Therefore, giftedness is not *fixed at birth* but *developmental across the lifespan*.

Early Childhood Play

Cognitively gifted children may learn faster than others during their first year of life, and this affect may be influenced by parent interaction style.

Morrissey & Brown’s (2009) study of 21 mother-toddler dyads engaging in pretend play found that the children in their study who were identified as gifted at age 5 on the Stanford-Binet IV experienced more rapid learning for pretend play and earlier maternal transfer of responsibility during play than those not identified as gifted. Researchers concluded that gifted education professionals should have increased awareness of the role of play in the development of intellect, imagination, and creativity.

Identifying Spatial Ability

Spatial ability is important in various domains of STEM fields and should be used in identification for talent search programs.

Adolescents who go on to achieve advanced educational and occupational credentials in Science, Technology, Engineering, and Mathematics (STEM) have higher spatial ability. However, other domains like biology and the visual arts also appear to draw on spatial ability.

Unfortunately, contemporary talent searchers are missing many students who are highly talented in spatial ability by relying on measures of mathematics and verbal ability only (Wai, Lubinski, & Benbow, 2009).



Expert Systems and Neural Networks

Expert systems and neural networks correctly identify mathematically gifted students.

Schools may benefit from expert systems and neural networks, which researchers found correctly identify a greater proportion of mathematically gifted fourth graders than teachers (Pavlekovic, Zekic-Susac, & Djurjevic, 2009).

References

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