

The International Gifted Consortium, IGC
The Voice of the Highly and Profoundly Gifted

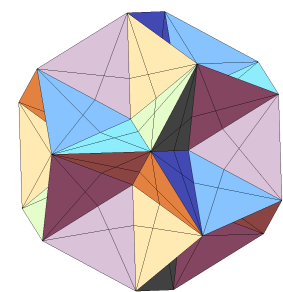
Understanding the Unique Barometers of Giftedness Through the Eyes of the Highly & Profoundly Gifted

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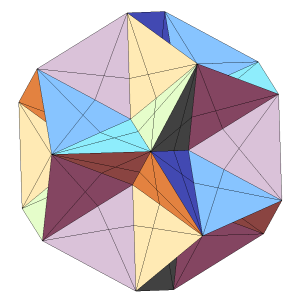
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Levels of giftedness . . .

. . . as they apply to intellectual giftedness
measured in terms of intelligence quotient (IQ)

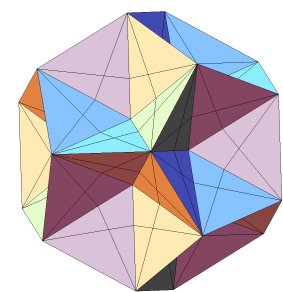
Mild	115-129
Moderate	130- 144
High	145 – 159
Exceptional	160-179
Profound	180+



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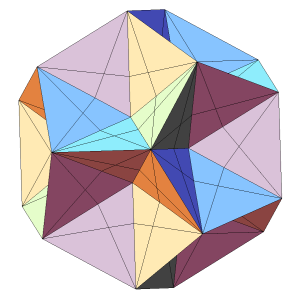
- Unfortunately the test ceiling (the highest measurable score) on most individual IQ tests used nowadays is in the low 160s. We no longer have the capacity to measure intelligence quotients in the high 160s or beyond as was possible until some 20 years ago.
- We can, however, measure student *achievement* on tests of achievement which are normed on the academic performance of children older than they are.



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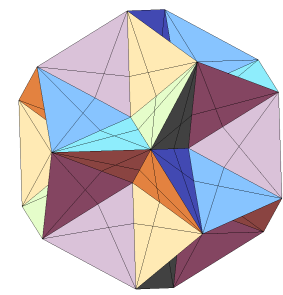
- If a child enters school already reading we need to assess the *level* of her reading – how *far* beyond the level of her classmates is she capable of performing?
- If we don't know this, we may actually impose underachievement on this child by our own limited expectations!



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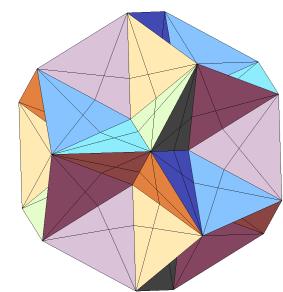
- This is NOT “pushing” the child any more than allowing an athletically talented child to run faster is “pushing” her!
- Above-level assessment is not only advisable . . . it is essential if we are to gain a realistic picture of *how far beyond* her chronological age the child is able to perform.



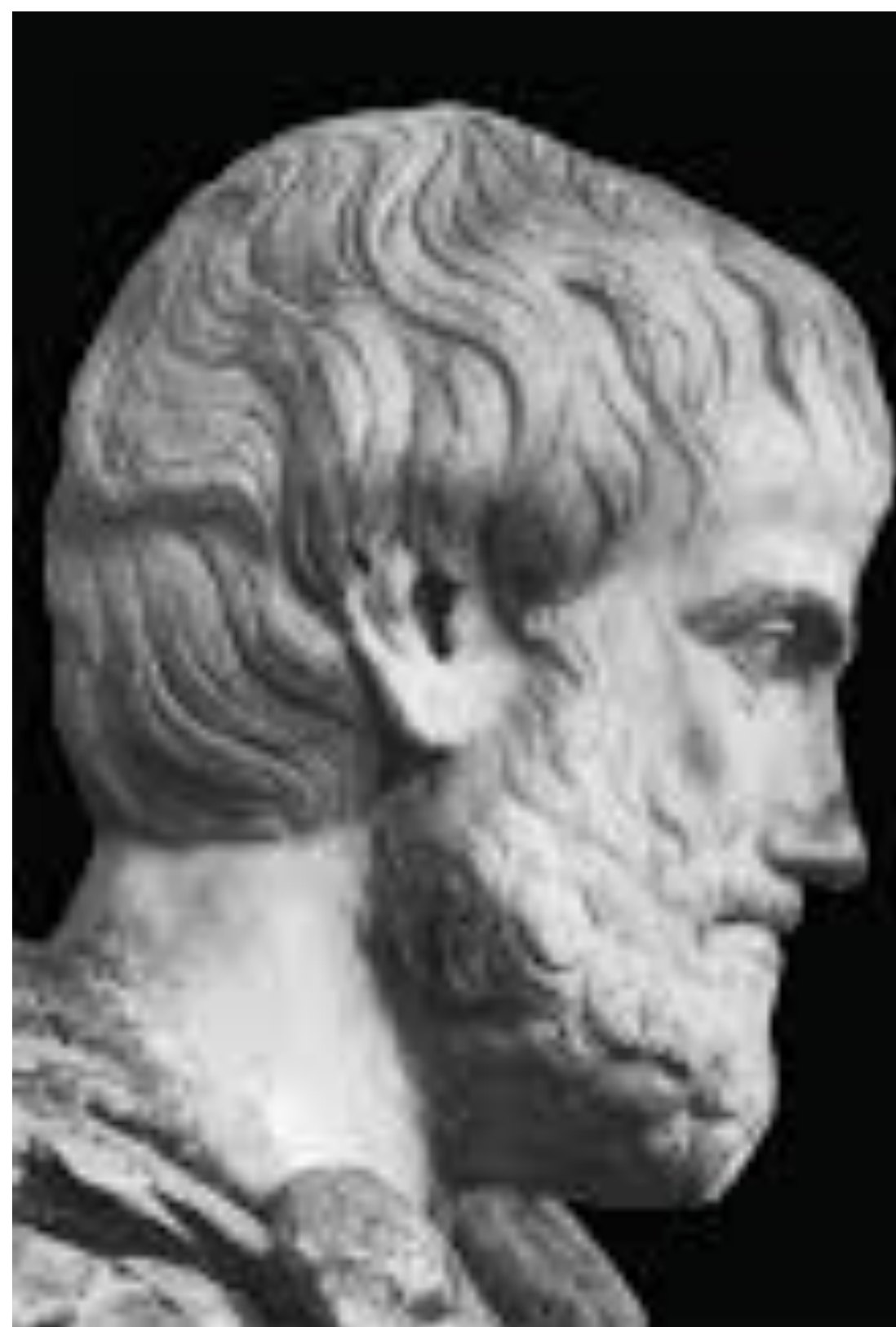
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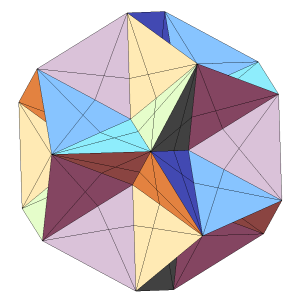
- If a child reaches the ceiling of a standardized test designed for her chronological age it should be “standard practice” to continue the assessment through the use of above-level testing; that is assessing her on a test or tests designed for older students.



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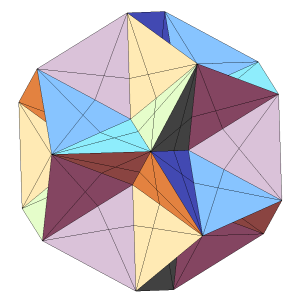


What is the difference between
KNOWING
and
UNDERSTANDING?



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What do we want our stakeholders
TO KNOW
TO UNDERSTAND
TO BE ABLE TO DO



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KNOWING GIFTED

UNDERSTANDING GIFTED

$$2x^2 + 9x - 5 = (2x - 1)^2$$

$$2x^2 + 9x - 5 = 4x^2 - 4x + 1$$

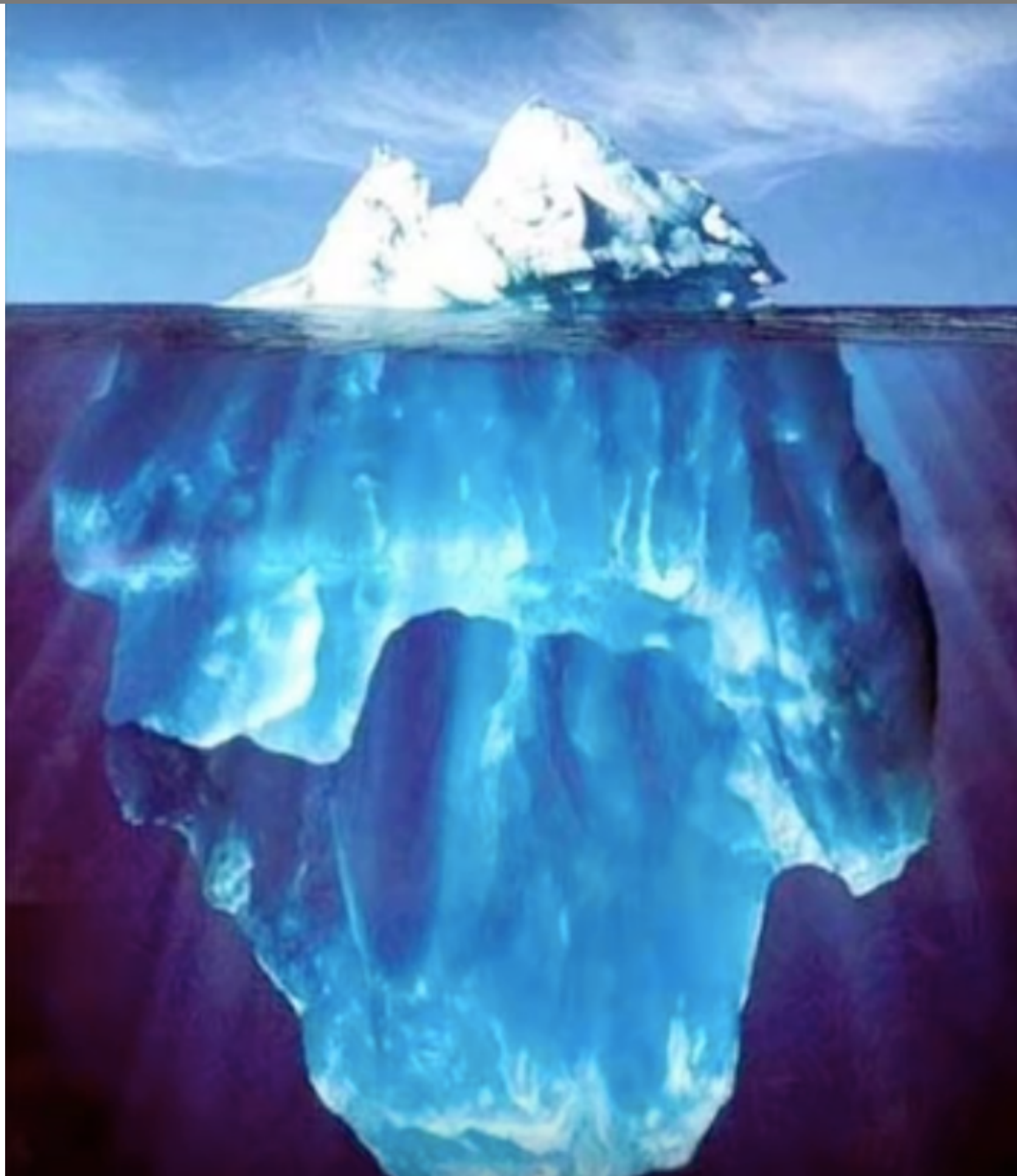
$$2x^2 -$$

Being Gifted is not JUST

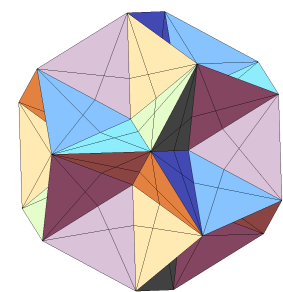
Talent Development

Academic Achievement

an IQ score



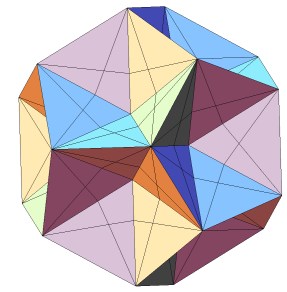
Giftedness
is
much,
much
more
than
the
surface



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The profoundly gifted experience
the most heightened state of Giftedness

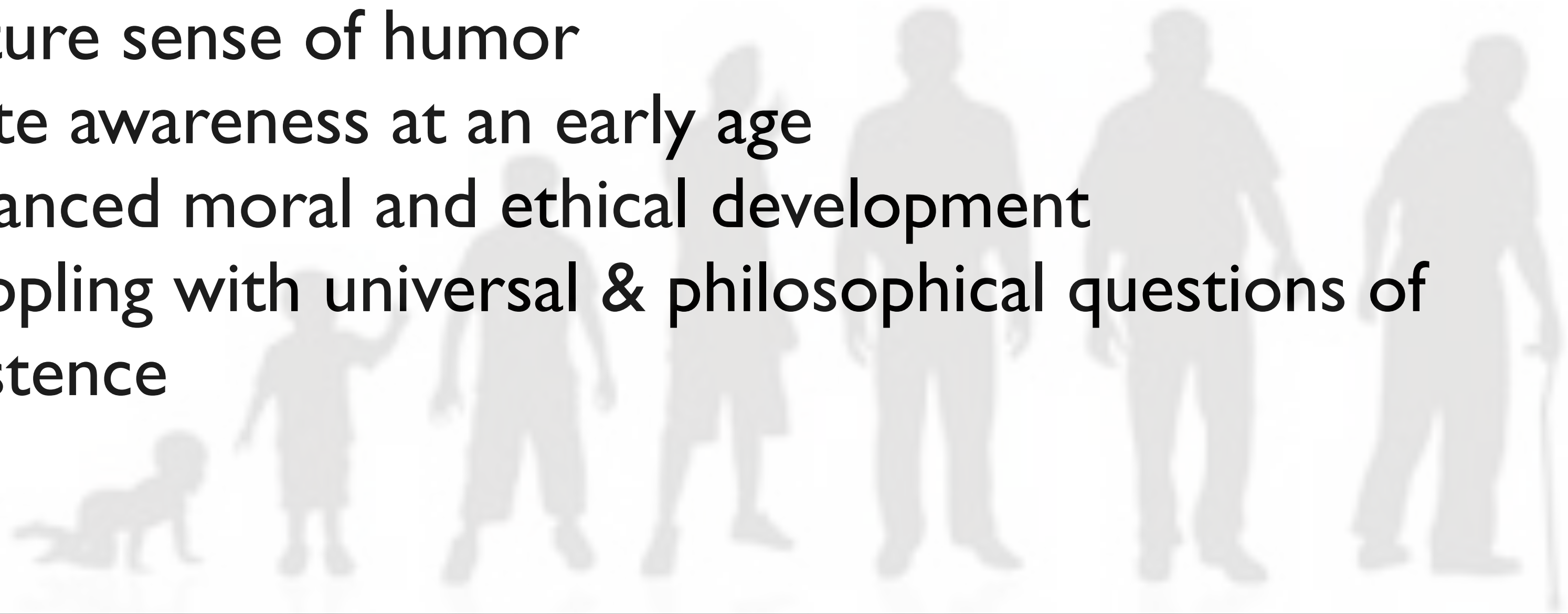


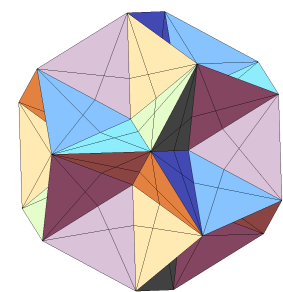
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Significant differences in developmental patterns including

- remarkable fluency & complexity
- mature sense of humor
- acute awareness at an early age
- advanced moral and ethical development
- grappling with universal & philosophical questions of existence

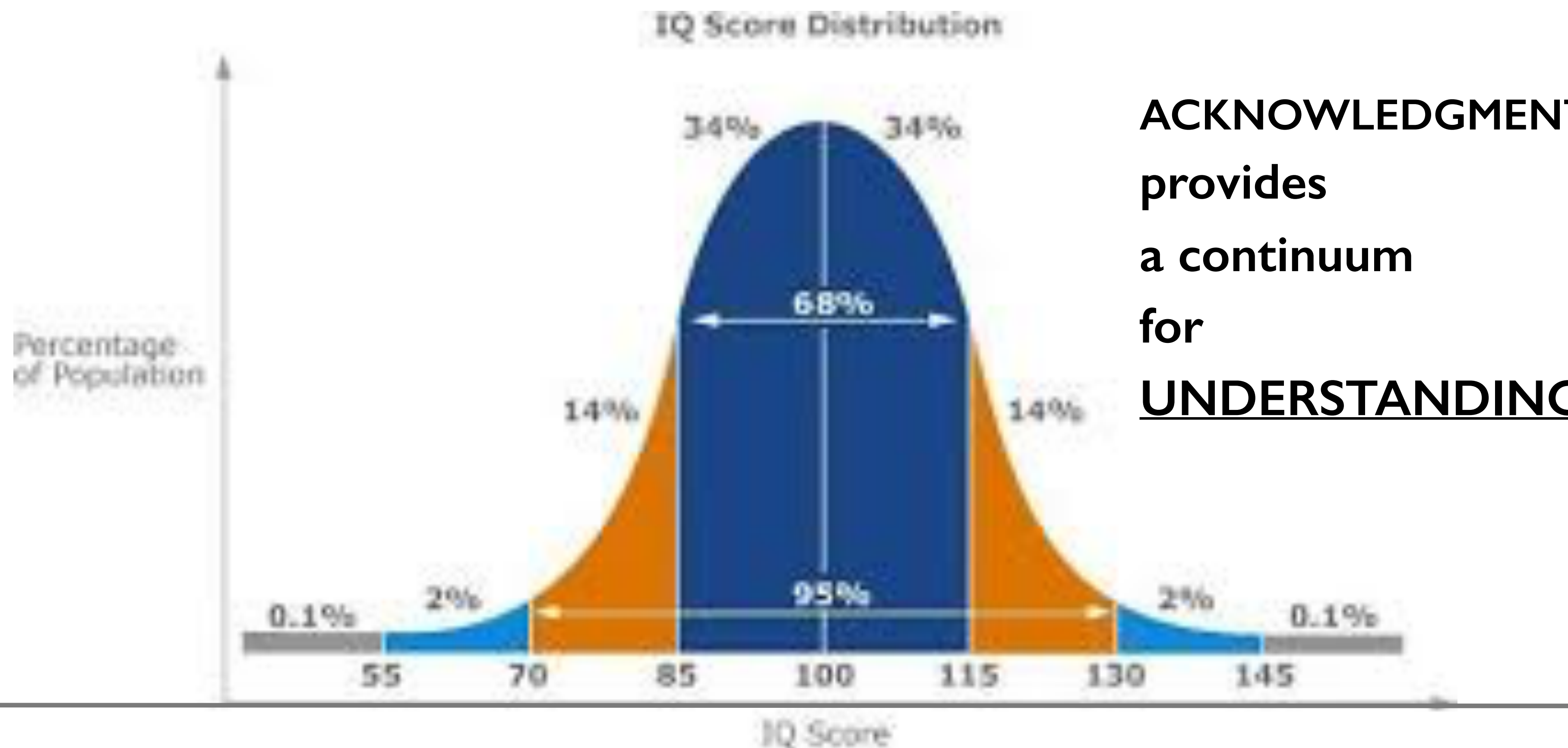


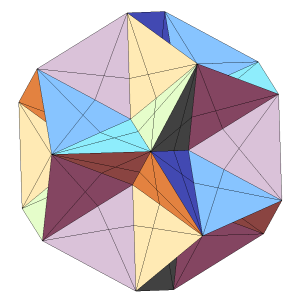


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ACKNOWLEDGMENT
provides
a continuum
for
UNDERSTANDING



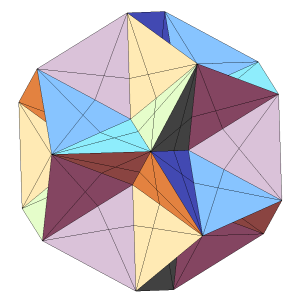


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“The only instrument complex
enough to understand a human
being is another human being”

Anne Beneventi
Annemarie Roeper Qualitative Assessment

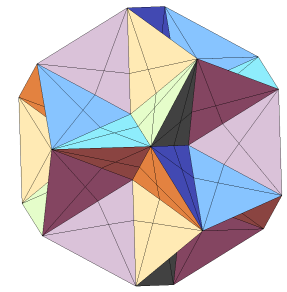
Silverman, WCGTC Conference



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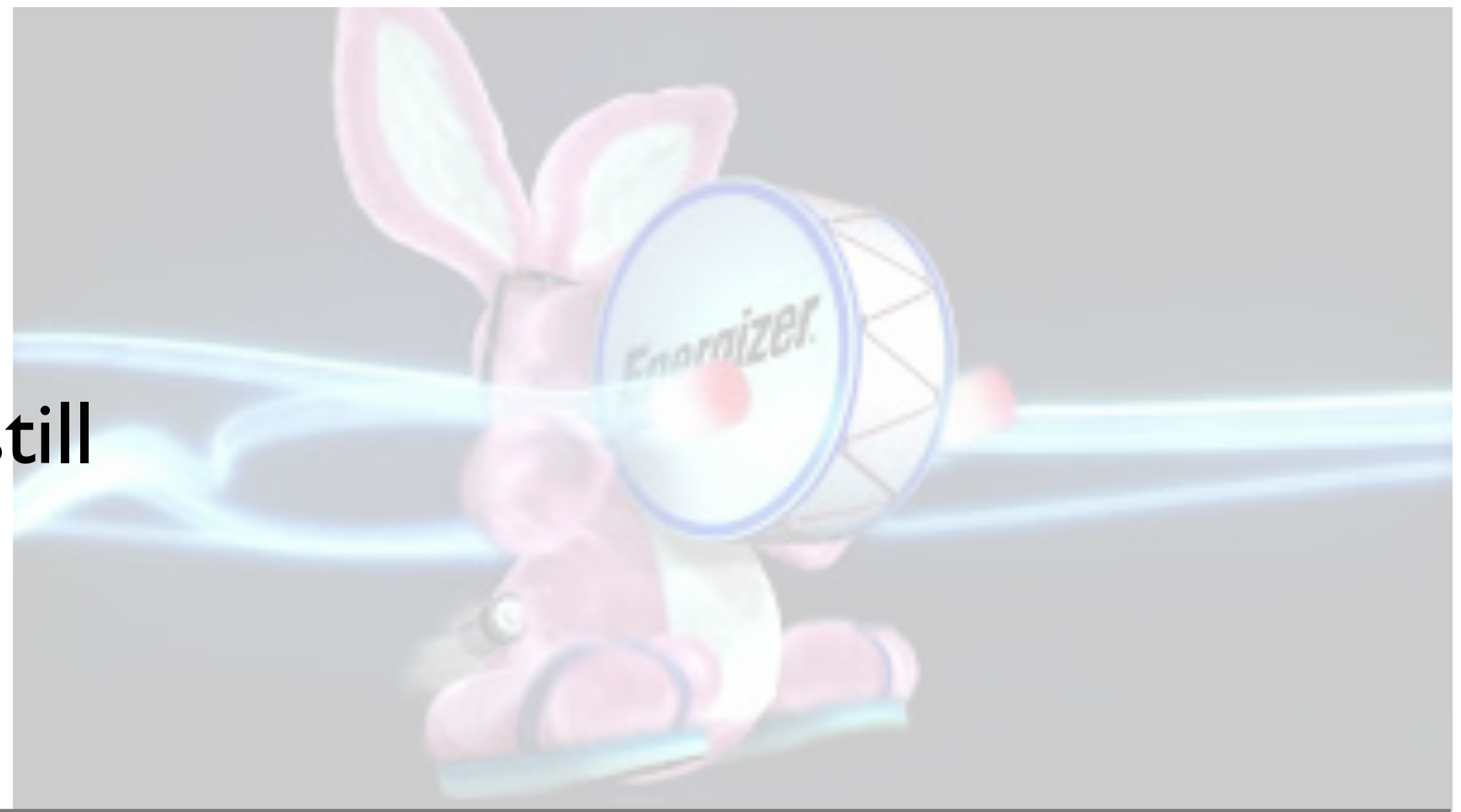
**Over-Excitabilities
can be unique barometers
of Giftedness**

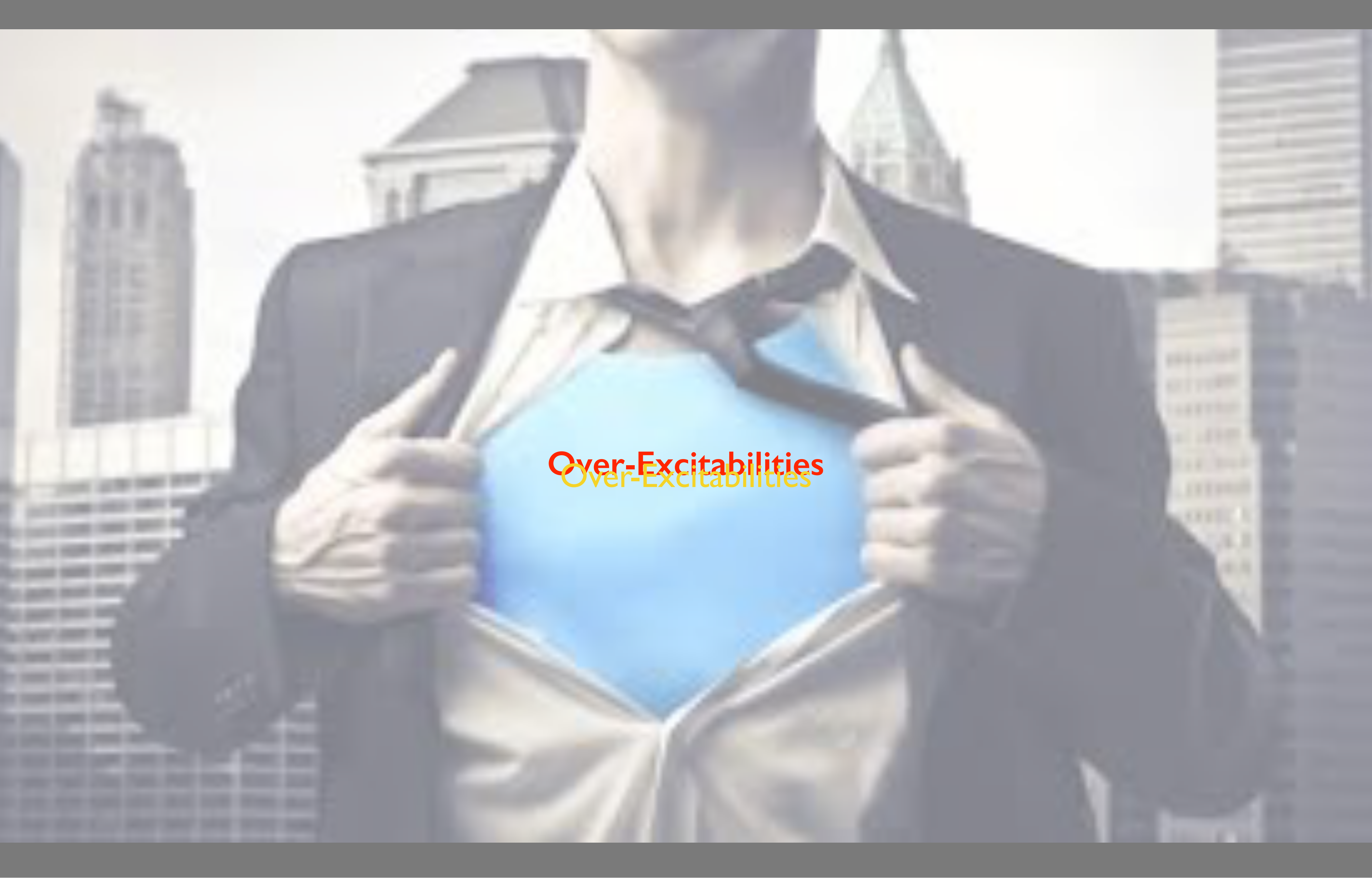


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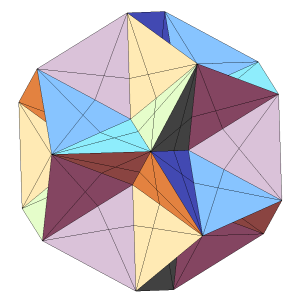
Psychomotor Over-Excitability

- high energy levels
- tapping feet
- rapid speech
- biting nails
- as if they can't sit still





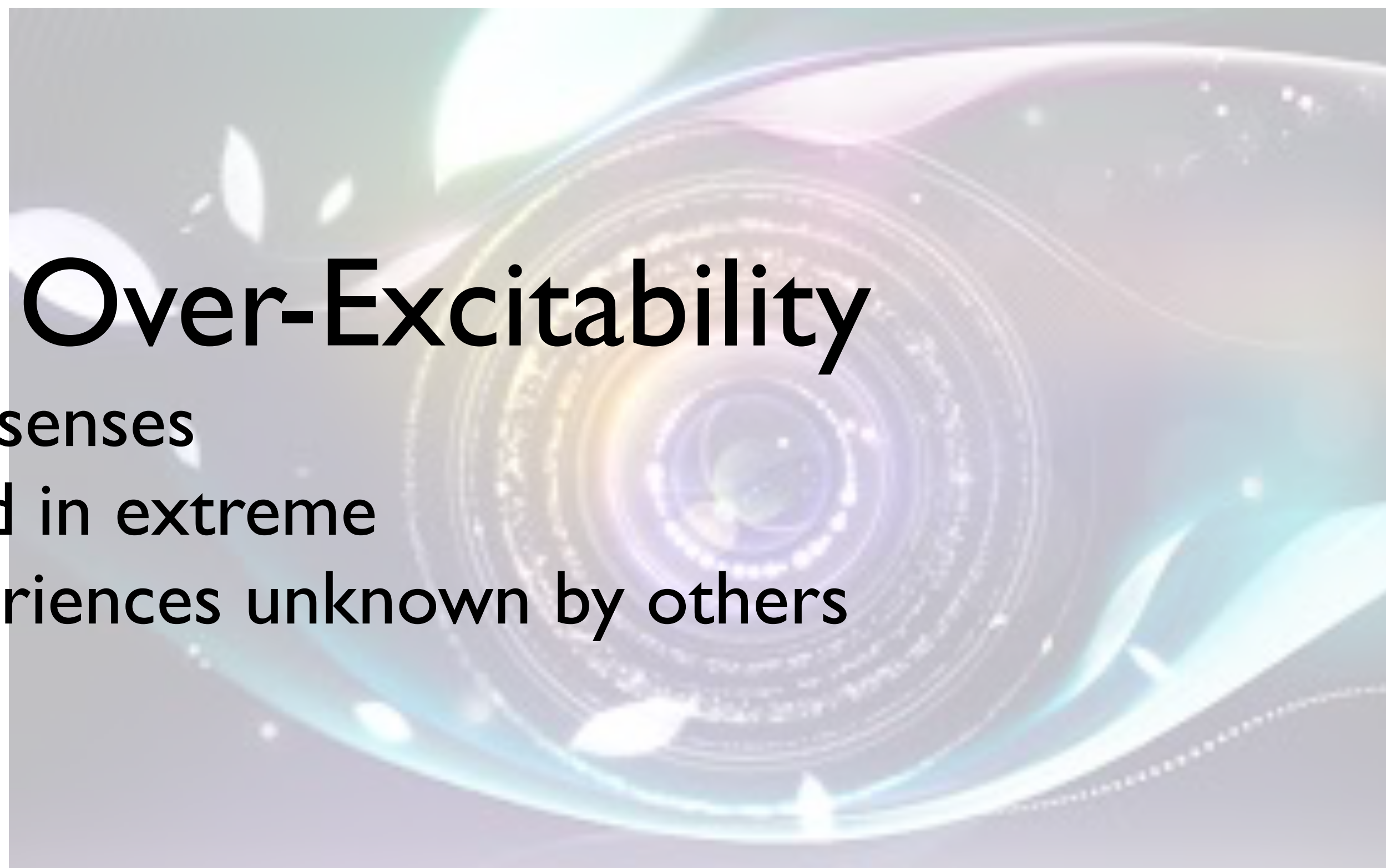
Over-Excitabilities



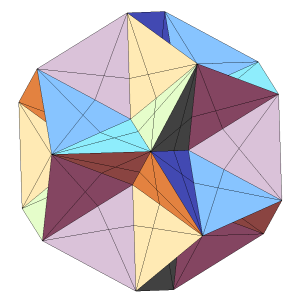
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Sensual Over-Excitability

- heightened senses
- experienced in extreme
- create experiences unknown by others







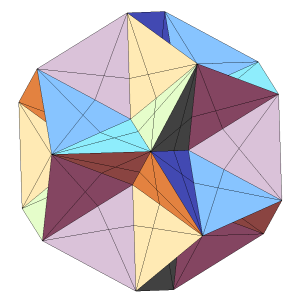
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Intellectual Over-Excitability

- passion to learn
- big picture thinker
- strategic mindset
- keenly observant
- tenacious problem solvers







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Imaginational Over-Excitability

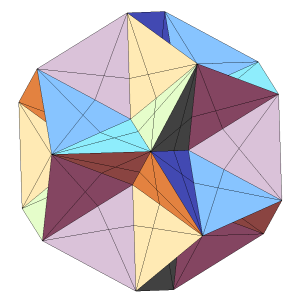
ability to imagine many possibilities

visual thinkers

abstract

ENJOY CREATION !





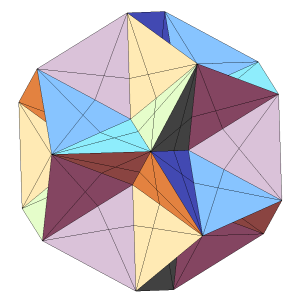
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Emotional Over-Excitability

- extraordinary awareness
- connect people/environment
- perceives depth and complexity
- deeply processed
- displayed strongly







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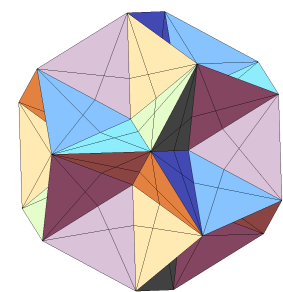
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Overexcitabilities

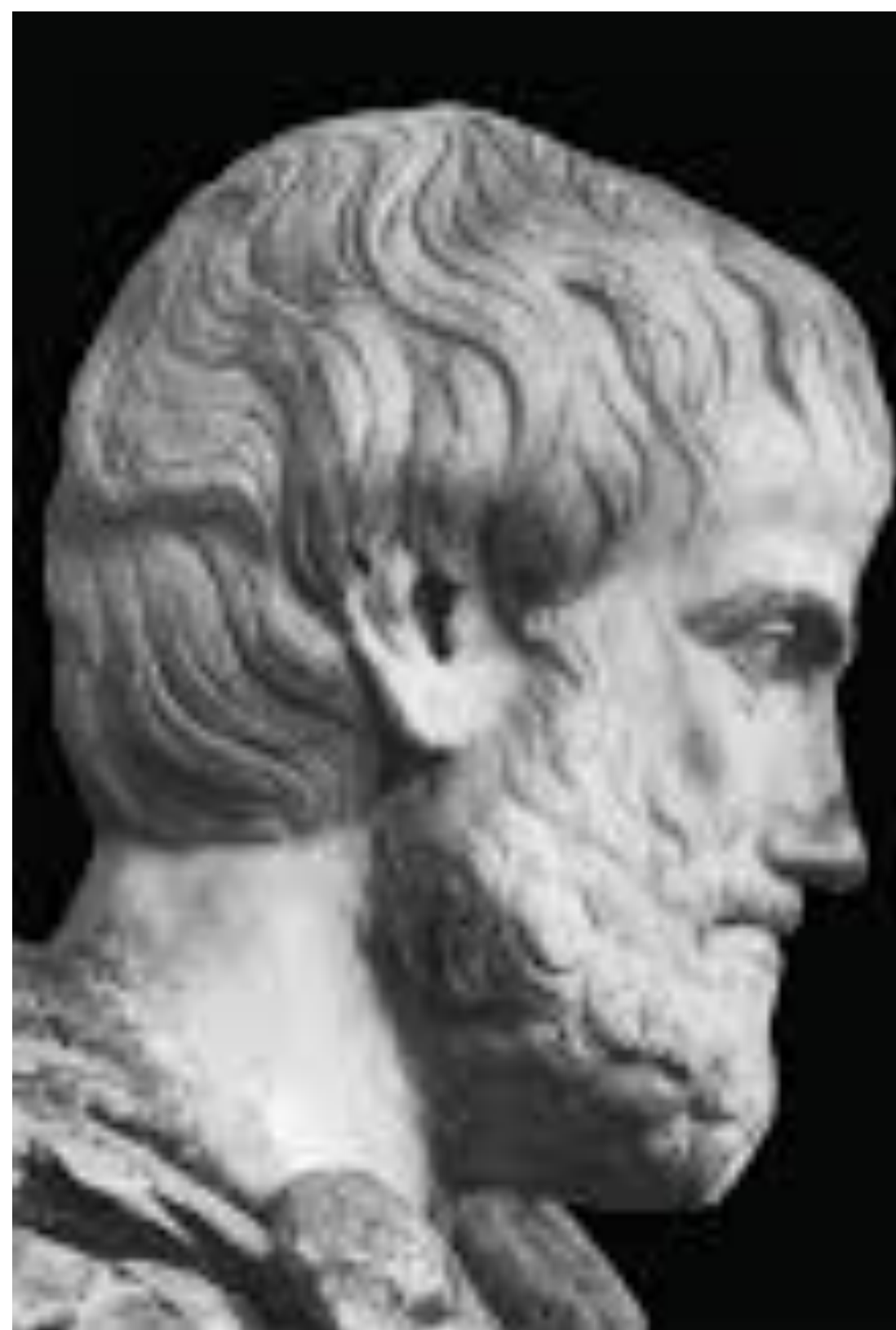
- Psychomotor
- Sensual
- Imaginational
- Intellectual
- Emotional

Introverts

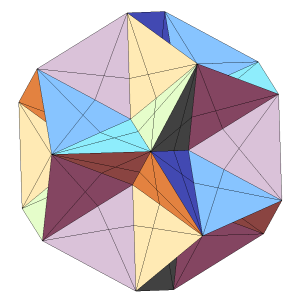
experience
over-excitabilities
though it may not
be
as apparent
making it
even
harder
to identify



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We must move beyond
knowing Gifted
to
UNDERSTANDING
our profoundly Gifted

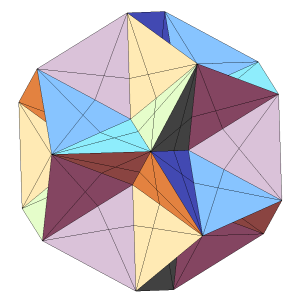


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The background image shows an open book with dark, aged pages. Above the book, numerous colorful, glowing circles of various sizes float in the air. Some of these circles contain white icons, such as a microscope, a lightbulb, a person, and a gear. The overall effect is one of intellectual exploration and discovery.

Understand: to achieve a grasp of the nature, significance or explanation of something; to show a sympathetic or tolerant attitude

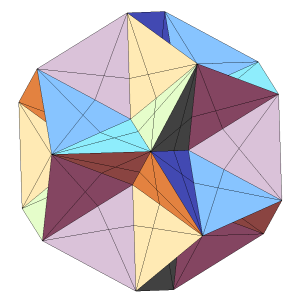


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**to understand
anything fully,
you must study
it's most activated degree**

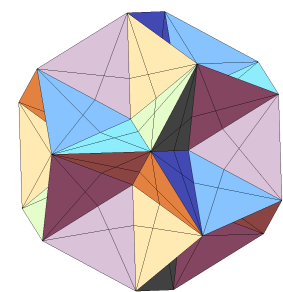


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When we understand our profoundly gifted youth

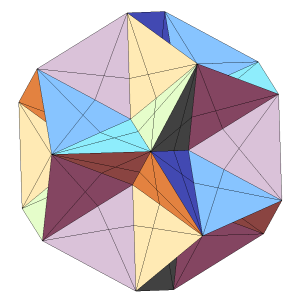


we have the ability to identify and support
ALL OF OUR GIFTED LEARNERS

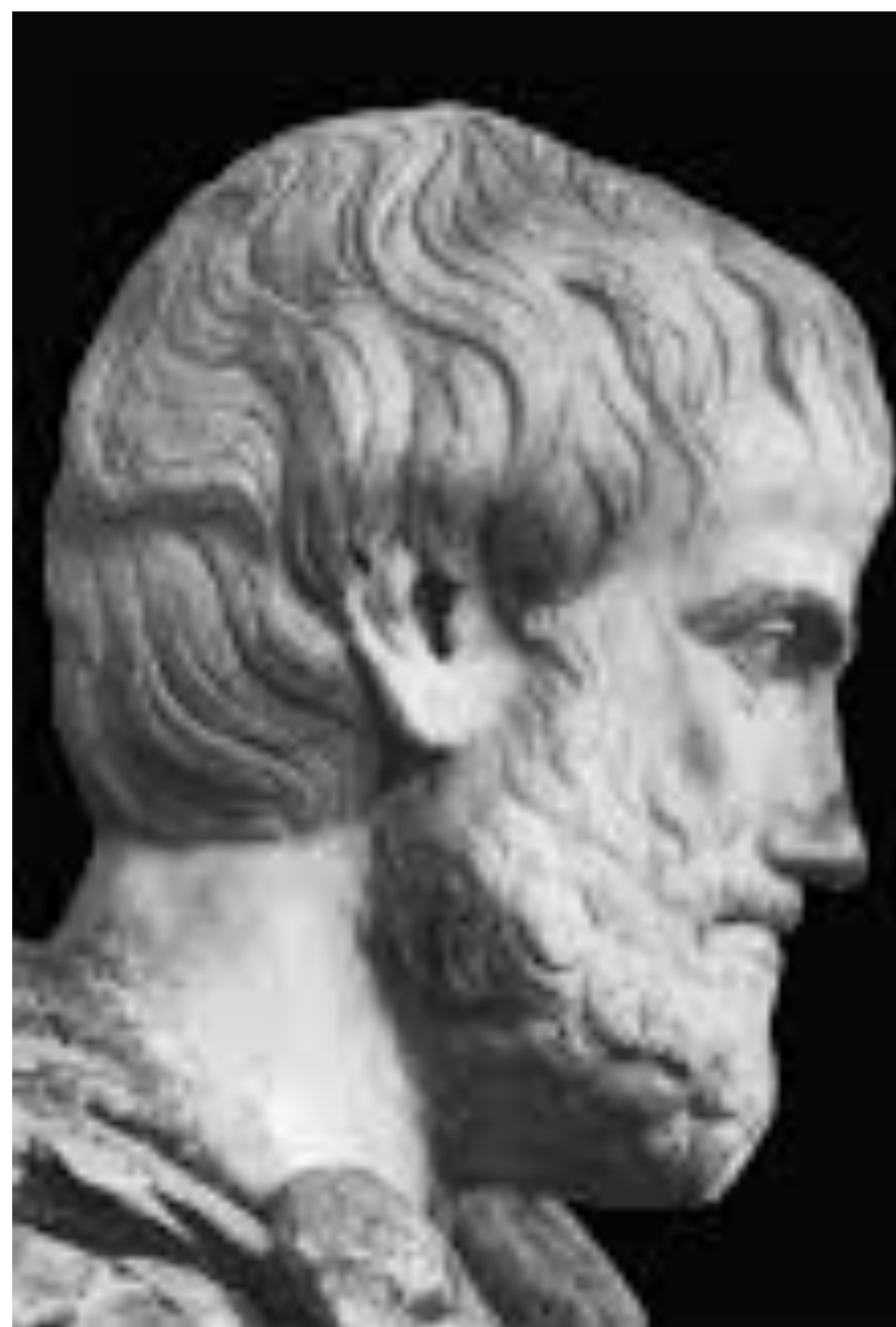


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What do we want our stakeholders
TO KNOW
TO UNDERSTAND
TO BE ABLE TO DO



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We must aid
all stakeholders
from knowing Gifted
to
EMPATHETICALLY
and
COMPASSIONATELY
ACCEPT
and
NURTURE
GIFTED