

Gifted and Talented Children in the Early Years

Aims

The early years section of Mayville High School encompasses children from age 6 months to 7+ years. We at Mayville are committed to providing an environment which encourages all children to maximise their potential.

Characteristics of Gifted and Talented Children

The characteristics that denote these children can often be recognised at an early age, and include the following:

Achieves motor milestones early

- a. Mobile in a baby walker at four and half months.
- b. Crawling at seven months.
- c. Walking unsupported at eleven months.
- d. Active and/or restless.
- e. Larger, healthier children, fewer childhood illnesses, fewer absences from school.

Extensive Early Vocabulary

- a. Only fleeting grammatical slips. E.g. 'I wented'.

Socially mature – interacts with adults equally

Sense of Humour

Remarkable Memory

Plays Tricks

- a. Sets problem solving tasks for others.

Driven by a Compulsion to learn

- a. Persists, asks why and challenges the answer.

Recognising Potential

It is important that a child's potential is recognised from an early age. In the Nursery setting early years practitioners complete 'tracker sheets' for each child. The key workers observations together with contributions from discussion with parents enable a comprehensive profile of a child's development to be built up. The profiling continues throughout the early year's provision and is a combination of key worker/teacher observations and assessments.

(See **Policy for Assessment**).

However, at any stage during a child's early years education a practitioner can use "The Gifted and Talented Checklist for Teachers". This is correlated to the 3 domains of early year's development See attached 'Gifted and Talented Checklist for Teachers'. The checklist will help to highlight any areas in which a child has a particular ability. This is however not a definitive diagnosis, merely another tool in identifying potential. Any child who does fulfil the criteria will be placed on the 'Early Years Gifted and Talented' register, in order that they may be supported and continually monitored,

Supporting Able Children in the Classroom

1. A stimulating but calm environment.
2. Use of accelerated learning techniques.
3. Extension and enrichment.
4. Differentiation.
5. Changing contents (more difficult work).
6. Changing process (more problem solving/research tasks).

7. Changing environment (inside/outside, more resources).
8. Changing outcome (Design a game with rules).

Headings for Gifted and Talented in the Early Years

Social-Affective Domain	Physical-Motor Domain	Intellectual/Creative Domain
Leadership	Balance	Adaptability/Originality
Empathy	Co ordination	Independence
Self Awareness	Control	Problem solving
Communication skills (Comprehension and articulation)	Planning, Organising and sequencing	Knowledge of the world beyond themselves
Independence	Adapting to the environment	Challenging the status quo
Perseverance		

The following “Gifted and Talented Checklist for Teachers” is taken from a document provided by Doctor Christine Macintyre at an Inset Training Day delivered at Mayville recently.

The early years staff of Mayville High School have correlated as far as is possible the checklist items to the 3 domains of Early Years Development*.

*Some items correlate to more than one domain.

Social Effective Domain

Items 3, 5, 7, 8, 9, 10, 11, 12.

Physical Motor Domain

Items 10, 12, 13, 14, 15, 16.

Intellectual/Creative Domain

Items 1, 2, 4, 6, 14, 15.

Gifted and Talented Checklist for Teachers.

The following is a checklist of characteristics of gifted young children. A child may not demonstrate all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think this child is like the item by using the scale provided. Use the space below the item to give examples concerning the child. You may also add examples of work if this helps to demonstrate an item. Please refer to 'Scoring the Checklist' paragraph at end of document.

Childs Name..... **Childs Date of Birth**.....

Your Name:.....**Dept**:.....

Date:.....

This child:

1. Has quick accurate recall of information

(e.g. Good short and long term memory, quick to provide facts, details, or stories related to complex events: Learns quickly and recalls accurately words to songs, poems and stories, or conversation; points out connections between ideas and events).

10	9	8	7	6	5	4	3	2	1
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Unsure or don't know

An example:

2. Shows intense curiosity and deeper knowledge that other children

(e.g. asks questions incessantly once imagination has been aroused, plays close attention when learning, has an enthusiastic need to know and explore, and remembers things in great detail.)

10	9	8	7	6	5	4	3	2	1
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Unsure or don't know

An example:

3. Is empathetic, feels more deeply than other children their age

(e.g. Exhibits maturity usually associated with older children; shows unusual hurt or pain when he or she displease someone; displays pride in advanced accomplishments; is sensitive to others feeling and shows distress at other peoples distress; reads body language.)

10	9	8	7	6	5	4	3	2	1
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Unsure or don't know

An example:

4. **May not always display their advanced understanding in everyday situations**

(e.g. Becomes cranky or non compliant when fatigued or stressed; playground behaviour may not reflect their verbal reasoning about the same situations; may be frustrated with their ability to meet their own high expectations.)

10	9	8	7	6	5	4	3	2	1
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Unsure or don't know

An example:

5. **Uses advanced vocabulary**

(e.g. Correctly uses vocabulary and phrasings adults would expect from older children; surprises adults and children with big words and phrases; likes complex communication and conversations.)

10	9	8	7	6	5	4	3	2	1
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Unsure or don't know

An example:

6. Reads, writes, or uses numbers in advanced ways

(e.g. Reads earlier than most children, or if learns to read at the same time as peers does so very quickly; likes to read rapidly to get the gist of the story even if some words are skipped or mispronounced; interest in using letters, words or numbers, uses computational skills earlier than others.)

10	9	8	7	6	5	4	3	2	1
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Unsure or don't know

An example

7. Advanced play interests and behaviours

e.g. Exhibits play interests that resemble those of older children; likes to play board games designed for older children, more apt to be interested in cooperative and complex play situations.)

10	9	8	7	6	5	4	3	2	1
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Unsure or don't know

An example

8. Shows unusually intense interest and enjoyment when learning about new things

(e.g. Spends long periods of time exploring interesting new things; listens for long periods of time to stories and conversations, retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or when listening to stories.)

10	9	8	7	6	5	4	3	2	1
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Unsure or don't know

An example

9. Has an advanced sense of humour or sees incongruities as funny

(e.g. Is humorous in speech, socially interactions, art or story telling; makes jokes, puns, plays on words, sees humour in situations, even once against him or her, and laughs at the situation.)

10	9	8	7	6	5	4	3	2	1
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Unsure or don't know

An example

10. **Understands things well enough to teach others**

(e.g. Likes to play school with other children, dolls or stuffed animals, talks like an 'expert' or likes to discuss certain topics a lot; explains ideas to adults when he or she doesn't think the adult understands.)

10	9	8	7	6	5	4	3	2	1
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Unsure or don't know

An example

11. **Is comfortable around older children or adults**

(e.g. Craves for attention from adults; likes to be with older children; listens to and joins in adult conversations; often plays with and accepted by older children.)

10	9	8	7	6	5	4	3	2	1
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Unsure or don't know

An example

12. Shows Leadership abilities

(e.g. Has a verbal understanding of social situations, sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be bossy; uses verbal skills to deal with conflict or to influence other children.)

10	9	8	7	6	5	4	3	2	1
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Unsure or don't know

An example

13. Is resourceful and improvises well

(e.g. Makes ingenious or functional things from building toys; uses toys in unique or non traditional ways; plays with or carries on conversations with imaginary friends; makes up believable endings to stories.)

10	9	8	7	6	5	4	3	2	1
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Unsure or don't know

An example

14. **Shows logical and metacognitive skills in managing own learning**

(e.g. Understands game rules quickly; learns from mistakes, sees errors or losses as learning experiences rather than failures; monitors difficulty of task to push self to more challenging levels.)

10	9	8	7	6	5	4	3	2	1
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Unsure or don't know

An example

15. **Uses imaginative methods to accomplish tasks**

(e.g. Presents unique arguments in order to convince others to allow him or her to do or get things; finds imaginative ways to get out of doing things they do not want to do; curious, with a high energy level which is goal directed.)

10	9	8	7	6	5	4	3	2	1
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Unsure or don't know

An example

16. Is adept at physical and motor skills

(e.g. Displays evidence of speed, strength, coordination and balance in the playground and in a variety of physical education activities.)

10	9	8	7	6	5	4	3	2	1
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Unsure or don't know

An example

Scoring the Checklist

With regard to scoring the checklist the Mayville staff has agreed the following regime. Assuming that a score of 5 is average, a score of 7 or more indicates a child with potential. A child with appropriate scores in a particular domain can be put forward to be entered on to the register as gifted in that domain. A child's name will be included after consultation with the Nursery Manager and/or Head of Early Years and with the DLEU.

Please note as previously stated the assessment is not a definitive diagnosis, merely a tool to identify potential.