

Manchester City Schools
Child Find
for
Gifted Students



Intellectual giftedness is found throughout diverse populations and crosses all economic and cultural boundaries. Early identification and intervention are often required to meet the unique needs of these children.

Definition of Gifted as Defined by the TN State Department of Education

A student whose intellectual abilities and potential for achievement are so outstanding that the child's educational performance is adversely affected. "Adverse affect" means the general curriculum alone is inadequate to appropriately meet the student's educational needs.

Criteria for Eligibility

Eligibility for services as a gifted student is based on evaluation in each of the following areas:

- Educational Performance
- Creativity/Characteristics of Intellectual Giftedness
- Cognition/Intelligence



Gifted children may exhibit a variety of cognitive, emotional, creative, and social characteristics. While many of the traits gifted children display are positive, there are also many characteristics often associated with problems in the classroom setting. Some of the characteristics of gifted children (adapted from *Growing up Gifted* by Barbara Clark as cited by the Tennessee Department of Education) may include:



Cognitive Characteristics

Unusual amounts of retention of information

Superior levels of comprehension

Diverse patterns of thought processing

Advanced ability to process and pace thoughts

Associated Problems

Boredom with the regular curriculum and impatience when required to wait for others

A dislike for repetition of concepts
Viewed as disrespectful by adults and peers

Frequently rejects or omits details and questions the generalizations of others

Dislike for ordinary tasks and a low tolerance for inactivity or lack of progress



Emotional Characteristics

Heightened sensitivity to the expectations and feelings of others

Unusually keen sense of humor

High levels of expectation from self and others

Associated Problems

High vulnerability to criticism from others and an increased need for success and recognition

Humor used for critical attacks on others resulting in poor peer relationships

Frustration from self-imposed criticism, lack of activity created by frustrations resulting from high expectations



Creative Characteristics

Creative expression obvious in all areas

Interest in intuitive knowing and supernatural ideas and phenomena

Associated Problems

Boredom with mundane tasks, sometimes viewed as a troublemaker

Peer ridicule, rejection of their ideas by adults, labeled as weird or strange



Social Characteristics

Strongly motivated by internal needs

Heightened ability to conceptualize and solve societal problems

Associated Problems

Dissatisfaction from not feeling challenged

Tends to be an impetuous decision maker, not taken seriously by the more experienced decision makers

Research shows that 3-5% of our population possesses many of these exceptional traits. These children should be nurtured, for their own benefit, and for the advancement of mankind.

My Child Demonstrates Some of the Characteristics of a Gifted Student. Now What?

Anyone, including the parent (s), guardian, or community professional may refer a student for screening and possible evaluation.

A screening team of educational professionals considers screening information, previous evaluations, and teacher/parent input to determine if a comprehensive evaluation is needed. The team's decision is based on multiple data sources.

An assessment team will determine the types of assessment needed. All procedural safeguards are followed to ensure evaluation procedures are non-discriminatory.

Services for Gifted Students

Special services are often required to meet the unique needs of gifted children. A team of professionals and the child's parent(s) plan the student's educational program based on the assessment information obtained through the evaluation process.

For more information about eligibility and services for gifted students, please contact:

Anita Brewer, Director of Special Education or Cari Pugh, School Psychologist at 931-723-4704