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Identifying and Providing for Giftedness in the *Early Years*

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IDENTIFYING AND PROVIDING FOR GIFTEDNESS IN THE EARLY YEARS

The importance of identifying gifted children and providing them with an appropriate programme as early as possible to avoid underachievement and to stimulate motivation to learn is well established (Clark, 1997; Lee-Corbin & Denicolo, 1998). The responsive nature of the early childhood curriculum as detailed in *Te Whāriki* (Ministry of Education, 1996) with its emphasis on planning based on individual characteristics and needs, implies that teachers can provide appropriately for identified young gifted children within their usual programming processes. Likewise *The New Zealand Curriculum Framework* (Ministry of Education, 1993) indicates the appropriateness of children working at individually appropriate levels in school settings.

WHAT IS GIFTEDNESS IN THE EARLY YEARS?

A gifted child is one who performs or has the ability to perform at a level significantly beyond his or her chronologically aged peers and whose unique abilities and characteristics require special provisions and social and emotional support from the family, community and educational context. (Harrison, 1998, p. 20).

This definition allows for a focus on providing for the current needs, strengths and interests of young gifted children within their specific socio-cultural context, using a responsive, supportive, differentiated programme. Allan (1999) and Clark (1997) review research that demonstrates a responsive environment is critical to the growth of intelligence, and development in general. The definition recognises that ability may not be matched by performance. It allows for individual differences in ability and characteristics, and focuses on the whole child. It also acknowledges that in the early years children are more likely to be demonstrating potential rather than functional giftedness.

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Children with gifted potential need additional educational support as early as possible to avoid under-achievement and to stimulate motivation to learn.

The concept of giftedness is one that teachers and parents in NZ have found difficult to come to terms with in the past. Our egalitarian approach and tendency to be suspicious of those who stand out from the crowd resulted in a practice of ignoring areas of precocious performance in children and searching for their areas of 'weakness' and focusing on improving those. Some wrongly believe that very able children will 'make it on their own.' If behavioural problems arise with these children the tendency is to instigate a 'management plan' which seldom addresses the real issues of frustration, boredom, and the child's bewildered sense of being out-of-step with age-peers. Reviews of research show that this may set the pattern for future academic and social issues (Lee-Corbin & Denicolo, 1998 and Allan, 1999). For example, the child may learn to deliberately under-achieve in order to gain social acceptance, often at the expense of his or her feelings of self-worth. Alternatively the child may continue to openly express frustration, develop negative and manipulative behaviours and become labelled as a problem. Many gifted children do not have their abilities recognised and nurtured appropriately early enough in their lives to enable them to achieve the potential they were born with.

It is now widely accepted that the realisation of giftedness is the outcome of natural potential combining with an appropriately nurturing environment (Clark, 1997). In-born ability is not enough. Children with gifted potential need additional educational support as early as possible to avoid under-achievement and to stimulate motivation to learn. We also now know that giftedness is found in boys and girls in all age, ethnic and socio-economic groups. Therefore every early years teacher will have encountered gifted children. For these reasons teachers need knowledge and understanding of how to recognise and provide appropriately for gifted potential.

<p><i>Will the gifted child become the gifted adult?</i></p> <p><i>gifted child's behaviour</i> ← <i>interaction</i> → <i>environmental response</i></p>
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Just as for children with special needs, gifted children differ widely from each other. Profoundly gifted children represent one in a million. They are the rare children who are publicly acclaimed for their artistry or musical

performance or embark on tertiary study in their middle childhood years. The full range of children requiring differentiated programmes includes the moderately gifted, 1 in 20 children, and the highly gifted, 1 in 1000 (Harrison, 1998). These are the children that most early years teachers will encounter. Children who display the more obviously recognisable traits such as advanced language and understanding of complex concepts, for example, will be recognised. However others with potential for gifted performance may lack opportunity to display this potential because of restricted resources, experiences, or interactions with people in their home, centre or school environment.

Unevenness between areas of physical, cognitive, social and emotional development is common in gifted children and can make it hard for teachers to recognise giftedness. Tantrums, refusals to share and sullen behaviour when thwarted, are sometimes interpreted as evidence that the child is not really gifted. These exhibitions of frustration may arise from the unresponsiveness of age peers to the play ideas or rules devised by the gifted child. Or they may arise from a mismatch between a child's sophisticated plan for guiding his or her construction and the level of fine motor manipulative ability needed to carry it out. The gifted child is first and foremost a young child with her or his own individual temperament pattern and only a few years of social experiences, not a miniature adult. The gifted child should not be expected to demonstrate advanced performance either in all domains, or at all times. Young gifted children can have similar high needs for physical rest and exercise as their same-age peers, and these needs affect their social, emotional, and cognitive performance at different times of the day. Observing and listening to the underlying cause of frustration will help teachers to support the development of the child's potential. Porter (1999) includes in-depth discussion of many of these apparently negative indicators of giftedness, in the early years.

Sometimes a child's precocity in reading, in-depth knowledge of sophisticated topics, or advanced mathematical skill is mistakenly attributed to parental 'pushiness'. However, when parents talk about the child's home behaviour they will usually reveal that intense demands from the child have driven them to

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provide experiences that respond to their child's search for knowledge and understanding.

A responsive environment is most appropriate for gifted children, as it lends itself naturally to suitable programme differentiation. *Te Whāriki* and the *New Zealand Curriculum Framework* take as the starting point "the learner and the knowledge, skills and attitudes that the child brings to their experiences" (Ministry of Education, 1996, p.9). Early childhood teachers are educated and resourced for working with the range birth to school age. This may not be enough to challenge the gifted child who is cognitively well beyond his or her physical age. Centres and classrooms comprising restricted age ranges also tend to limit the cognitively gifted child. In a mixed age group gifted two and three year olds are more likely to find opportunities for conversation and group project work at a level closer to their own ability amongst the four to five year old children. In addition to limits of a social nature, early years environments generally are not equipped to provide for the breadth and depth of interest in a topic that may be required to satisfy a gifted child's thirst to learn. However teachers are responsible for extending the environment and providing high-level teaching interactions to respond to these children's interests.

IDENTIFYING GIFTEDNESS

International research reviewed by Allan (1999) demonstrated that the use of rating scales consisting of verified indicators of gifted behaviours might be the best means of early identification of giftedness. This is due to the unreliability of traditional IQ tests when used with children below primary age. The research also showed that identification rating scales must comprise indicators that are demonstrably relevant to the particular social, cultural, and educational context. For instance, identification scales designed for use in USA will not be appropriate for use in NZ centres and schools due to socio-cultural and curriculum differences. The paucity of published NZ research on giftedness in early childhood prompted research to develop and trial the identification scale reported in this booklet. (See Allan, 1999, for details about the development of the scale.)

The scale is intended for teachers to use during their everyday work with children, in order to contribute to appropriate programme provision for gifted children. The scale was trialled with children 3 to 5 years in early childhood centres, however as indicators within the scale were drawn from a research base inclusive of a broader age range it is likely that it will also be useful within a school new entrant setting in which the curriculum closely matches that of *Te Whāriki*.

Design of the Scale

The scale incorporates a comprehensive range of research-based behavioural indicators of giftedness for children 3 to 5 years. Indicators are grouped within four broad areas reflective of themes arising in the international literature. These four areas are labelled 'cognition and language', 'approach to learning', 'creativity', and 'social competence'. These areas encompass the categories referred to in the definition adopted by the Education Review Office (1998) and the concept statement for giftedness and talent included in the Working Party on Gifted Education report (Ministry of Education, 2001). Two expert groups reviewed the scale. One group consisted of academic and practitioner experts in gifted education, including Māori gifted education. The second group consisted of expert early childhood practitioners who were working in centres and who indicated they had worked with gifted young children. The scale was modified as a result of the reviews and then it was trialled by early childhood teachers who believed they had no experience of working with gifted young children.

Effort was made to ensure that all valid indicators significant to the New Zealand early childhood context were included. In particular, indicators of behaviours valued within a Māori concept of giftedness were included. Indicators that highlighted negative, irritating behaviour that might not be recognised by teachers as indicative of giftedness were included, along with behaviours relating to leadership and personal qualities which have been associated with giftedness in young children. The teachers in the research affirmed the scale was appropriate for New Zealand early childhood centres and relatively easy to use.

... negative, irritating behaviour might not be recognised by teachers as indicative of giftedness.

When to Use the Scale

While it is obviously appropriate to use the scale with children who display advanced behaviour of any sort, explore the possibility of giftedness with any child whose behaviour is unusual or causes concern. For example, the child who:

- Is stubbornly non-compliant;
- Does not get on well with age-peers;
- Is bossy or dominant;
- Is very quiet;
- Shows unusual sensitivity to the welfare of others, either peers or others not personally known;
- Other children go to for ideas or help;
- Seems always involved in mischief;
- Has unusual interests;
- Has intense levels of response to experiences; and
- Works very competently alone showing no interest in interacting with peers.

While occasionally you might encounter a child who stands out as obviously gifted, be alert to the possibility of giftedness in children who are mostly like their peers but about whom there is something puzzling or enigmatic. Consider using the scale with any child who intermittently shows signs of unusual ability in any area.

Valid assessment using the scale requires the systematic use of focussed observations of a child carried out several times over a period of one to two months.

How to Use the Scale

The Giftedness in Early Childhood Scale is found in the Appendix. Valid assessment using the scale requires the systematic use of focussed observations of a child carried out several times over a period of one to two months. Consider each behavioural indicator separately. Place a tick in the appropriate box ('sometimes', 'frequently', or 'almost always') to indicate the degree to which each indicator is observed as present. When using the scale

ensure that you base the recorded response to each indicator on what you have observed, rather than on your responses to other indicators. If you have not observed a particular behaviour do not record a response for that indicator. When a child is exhibiting half or more of the indicators within one or more of the headed areas 'frequently' or 'almost always', you will need to differentiate his or her programme.

To reduce teacher bias, have two teachers complete the scale more than once each over the observation period. In areas of uncertainty, record the behaviours observed, in the space at the end of each section, and discuss these with other teachers and the parents/whānau. Seek further information from more specific teacher observation, and provide opportunities for the abilities of this child to be extended in the everyday centre programme.

It is important to include parent/whānau observation. Cultural considerations may prevent Māori and some other parents from highlighting their child's individual abilities. Therefore it may be appropriate to include the input of kaumatua, whānau, or family friends in the identification process. These multiple sources of information strengthen the validity of assessment conclusions. The information sheets filled out by parents as part of the enrolment and planning process used by many centres could be structured to include some key questions concerning child behaviours. The parents' responses could in turn signal a need for further investigation through both teacher and parent observation guided by the scale. This is particularly useful for behaviours not easily observable in the current context of the individual centre or classroom. Studies reviewed by Allan (1999) demonstrated that parents are reliable in identifying specific gifted behaviours in their children. This identification process combines well with other forms of observation including the learning stories framework developed with reference to the *Te Whāriki* strands (Carr, 2001), which focuses on the child's interests and strengths.

Socio-cultural Considerations

Te Whāriki and the *New Zealand Curriculum Framework* require curriculum to reflect the values of Māori. A gifted child who is Māori is likely to demonstrate giftedness in

... multiple sources of information strengthen the validity of assessment conclusions.

ways consistent with a Māori concept of giftedness (Bevan-Brown, 1993) as culture, language, and environment have been shown to influence deeply the ways in which giftedness is expressed. If you feel unable to rate behavioural indicators relating to cultural diversity and you work with children from diverse cultures, examine whether you are providing meaningful opportunities for these children to see their culture or language valued and developed as an integral part of the curriculum.

The contribution goal of *Te Whāriki* is premised on:

There should be a commitment to, and opportunities for, a Māori contribution to the programme ... children's cultural values, customs and traditions from home should be nurtured and preserved to enable children to participate successfully. The programme should encompass different cultural perspectives, recognising and affirming the primary importance of the child's family and culture. (Ministry of Education, 1996, pp. 64-65)

Examples given in *Te Whāriki* of experiences that help to meet this goal include: "Each child's culture is included in the programme through song, language, pictures, playthings, and dance. . . . Language and resources are inclusive of all children's gender, ability, ethnicity, and background" (p. 67). When there is opportunity for children to demonstrate culturally diverse gifted behaviours, you will feel confident rating these.

A Case Study Example

Sarah was an example of a child who displayed an uneven pattern of gifted behaviour, which the teachers had not previously identified as indicative of giftedness. Within the area of Cognition and Language, she frequently displayed high levels of concentration, very good memory, advanced verbal skills for her age, and understood things well enough to teach others. She pursued wide-ranging interests on her own initiative, often carrying out quite complex tasks, usually in association with art and craftwork. In the Approach to Learning area she frequently showed advanced problem-solving ability, applying new learning in different contexts, high levels of planning and a systematic approach to tasks. Within the category of Creativity, these same

indicators appeared frequently, and she also displayed an ability to generate many different ideas, drew a variety of things, demonstrated aesthetic appreciation of art, played with language and spontaneously made up stories. She showed strengths in the Social Competence category, being sought out by others for ideas and being willing to share her skills and knowledge, this was particularly apparent in creative activities. However she also exhibited a high level of stubbornness, and resistance to being interrupted, no matter if it was tidy-up time or going home time, until she had solved the problem or completed the project. She was frequently self-critical, setting herself high expectations of performance, but also did not respond well to suggestions from adults for solving problems. This caused frustration and irritation to the adults, who were often then unsure how to best support her. When not involved with art activities she experienced difficulties with other children, shown by interrupting and trying to dominate the play and manipulate the rules. In this respect she was very much the typical egocentric pre-schooler, but her ideas and plans were often beyond the scope of other children who then would not co-operate with her. This caused conflict in the play, due also to her high expectations of others as well as herself. These behaviours, which are often seen as negative and inconsistent with advanced cognitive skills, are in fact frequently indicative of giftedness in early childhood.

PROVIDING FOR THE GIFTED CHILD

Identification is the first crucial step in the process of providing an individually appropriate programme such as is required by *Te Whāriki* and the *New Zealand Curriculum Framework* for all young children. An individual plan (or IP) is required for the child who is gifted. An IP is “a plan that forms the basis for programmes designed specifically for an individual child who, in order to benefit from their learning environment, requires resources alternative or additional to those usually available” (Ministry of Education, 1996, p. 99). The identification process will help define the specific characteristics, strengths, and interests of the gifted child that will guide the differentiation of the curriculum through the development of the IP.

Curriculum Differentiation

Curriculum differentiation involves modification of:

Content: what is learnt or provided in the way of information and ideas

Identification is the first crucial step in the process of providing an individually appropriate programme.

Process: the teaching and learning methods used as well as provided activities

Learning Environment: the equipment, people, and places provided

Product: how the child displays his/her learning

Modification is needed because learning happens very quickly for gifted children.

Modification is needed because learning happens very quickly for gifted children. Where other children may need to repeat a process to consolidate learning, gifted children often know, understand and remember from the first exposure and may not even need to complete the process physically. They may participate in an activity successfully the first time and then immediately lose interest in it, causing adults to think they lack persistence when in fact they are expressing boredom.

Key principles in curriculum differentiation include:

- Provide more depth, sophistication, and complexity in relation to an experience linked to the child's areas of giftedness rather than more variety of the same level.
- Be prepared to access reading and other resources usually provided for much older children; this may require accessing specialist support where teachers are unfamiliar with teaching at the higher level.
- Build on and extend the characteristics that make the gifted child different, enabling more independent engagement in the learning process than usual for young children.
- Provide activities that require the gifted child to use thinking skills such as observing, predicting, classifying, analysing, synthesising, and evaluating.
- Provide learning opportunities based around the child's own interests, including visits and visitors who can share their expertise.
- Be flexible with routines, allowing the child to continue working uninterrupted for as long as possible.
- Provide opportunities for the child to display and share the products of their work with others.

Provide activities that require the gifted child to use thinking skills such as observing, predicting, classifying, analysing, synthesising, and evaluating.

Some examples of translating these principles into practice follow:

Example 1:

Part way through working on a puzzle a child gifted in problem solving may stop because he/she has already worked out which piece goes where and can see the completed puzzle in their mind's eye, and the cognitive challenge has been now overcome. Opportunity to play chess or be involved in real-life creative problem-solving activities linked to topics they are interested in, rather than providing more jigsaw puzzles, will provide cognitive challenge and encourage persistence.

Example 2:

If the child has advanced leadership abilities, provide opportunities to lead a small group investigation on a topic of mutual interest. Bevan-Brown (1993) found that for Māori the concept of leadership included a significant emphasis on service to others. Therefore Māori children gifted in leadership may prefer to provide ideas, direction and strength from within the team while another child acts as spokesperson. Project work carried out with age-peers who have interest in the same topic can provide the gifted child opportunities to develop awareness of others' needs and feelings, and skills in social problem-solving, helping them to learn tolerance and the reciprocal benefits of team-work.

Example 3:

For the child who is gifted in the area of artistic creativity, providing opportunities for a wider range of creative expression that are also productive not just explorative in nature will give the child a sense of purpose. Some appropriate examples are borrowing a potter's wheel and building a back-yard kiln with bricks, an old oven tray and sawdust, or obtaining a simple sewing machine, tape measures, and large fabric remnants, for the child crafts-person, or a keyboard and manuscript paper for the budding composer-musician. Try to access a mentor who can support the child's creative work. Space for storage of project material between sessions will be needed also.

Networking

Collaborating with other centres and schools can provide sources for loan of extension equipment matching the developmental level of the gifted child, such as a microscope or advanced circuit boards. Collaboration will also reveal other children, for whom a gifted group session could be regularly provided, bringing together

Gifted children benefit from these weekly opportunities to spend time working with others who think like themselves, reducing the sense of being out-of-step with their age peers.

Many people enjoy the opportunity to work with able young children who are intensely interested in their own area of expertise.

children from several centres or schools. Initiatives in Hamilton, Auckland and elsewhere have demonstrated the success of such collaboration in early childhood, and the One Day School in Auckland has similar success for school age children (Working Party on Gifted Education, 2001). Gifted children benefit from these weekly opportunities to spend time working with others who think like themselves, reducing the sense of being out-of-step with their age peers. From a teacher's perspective the initial setting-up of such a co-operative venture takes some energy. However the resulting arrangements contribute to meeting community and child needs and strengthen professional networks, providing a pool of expertise that is often lacking at local level.

Mentors

Utilising parents, whānau, elders, or others in the community in a mentor role enables gifted children to pursue their interests to the depth that satisfies them without putting undue pressure on staff time. The mentor may be a person with skills or knowledge relevant to the child's interest. Community hobby groups, retirement centres, high schools and tertiary institutions, and even businesses relating to the child's interests can be valuable sources of mentors. Many people enjoy the opportunity to work with able young children who are intensely interested in their own area of expertise. They can provide the support needed to allow the child to work on a project/ investigation/ individual pursuit over several days or weeks, related to his or her interest and skills, of a constructive, artistic, investigative, or inventive nature. The child may work on this cooperatively in a leadership role with other interested children, or primarily alone, presenting the result, with discussion, to the whole group. As part of this, organising visits or visitors relevant to the child's interest also allows other children to be involved at their own level of interest.

CONCLUSION

The early years teacher can provide appropriately for gifted children. Using the observation-based rating scale with any young child who presents as very able or

different or worrisome in any way will help to identify those who are gifted. By providing an individually differentiated programme you will support the realisation of the future potential of the gifted young child in your setting. Additionally by advocating for funded support and further teacher education and professional development relating to giftedness you will help to improve the educational experiences for all gifted children.

CONTACTS

N. Z. Association for Gifted Children Incorporated, P. O. Box 46, Waitomo Caves. This is a primarily parent run association, with branches in Auckland, South Auckland, Taupo, and Kapiti. It publishes the journals *Tall Poppies*, and *Apex* and has an extensive library service and a website: www.homestead.com/nzagc

Te Kete Ipurangi (TKI) is a website funded by the Ministry of Education to provide information about educational materials; including materials to support the education of gifted and talented children. It is found on <http://www.tki.org.nz>

GLOSSARY

Aesthetic: focusing on appreciation of beauty.

Creative problem-solving: a process incorporating higher thinking skills to identify a problem or question, brainstorm ideas for its solution, examine these and determine an appropriate solution, then plan a way of implementing the solution based on consideration of who, when, where, what, why, and how.

Differentiated programme: this is qualitatively different to meet the unique needs of a child/children which cannot be met in the regular programme.

Functional giftedness: active demonstration of advanced abilities through gifted performance.

Learning stories: a dynamic assessment approach that focuses on the child's learning experiences in particular sociocultural contexts.

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SUGGESTED FURTHER READING

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APPENDIX

THE GIFTEDNESS IN EARLY CHILDHOOD SCALE¹

(Allan, 1999)²

Instructions for Use:

- Two teachers should complete the scale more than once each, to reduce teacher bias.
- Observe target child several times over a period of one month.
- Place a tick in the appropriate box to indicate degree to which each indicator is observed.
- Only record responses for indicators you have observed.
- Where uncertainty exists, use the notes section to record the behaviours observed, and discuss with other teachers and the child's parents/whānau.
- Seek further information from more specific teacher observation and from the parent/whānau.
- When half or more indicators in one headed area are observed "frequently" or "almost always" the programme for this child should be differentiated.

1. Permission is granted to teachers only to copy the Giftedness in Early Childhood Scale for educational purposes.

2. Research sources for indicators are discussed in Allan, B.A. (1999). *Identifying giftedness in early childhood centres*. Unpublished MEd thesis, Massey University, Palmerston North, New Zealand.

I COGNITION AND LANGUAGE

	rarely/never 1	occasionally 2	frequently 3	almost always 4
1. Demonstrates high level of concentration and attention span for age in activity or subject that is of interest to self.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Possesses very good memory, and can quickly and accurately recall a wide range of information, rhymes, stories or songs, heard some time ago.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Displays advanced verbal skills for age, both in vocabulary use and understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Learns new material or skill quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Displays understanding of complex/abstract concepts, e.g. death, time, electricity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Understands things well enough to teach others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Understands and uses metaphors and analogies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Carries out complex tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Can quickly sense consequences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Demonstrates deeper general knowledge than other children. (e.g.: TV programmes, sport, dinosaurs, cultural knowledge, species games).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Independently pursues a wide range of interests or a single interest in great depth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is able to read a number of words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is able to write a number of words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Is able to calculate with numbers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Resists interruption to own activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

II APPROACH TO LEARNING

	<i>rarely/never</i>	<i>occasionally</i>	<i>frequently</i>	<i>almost always</i>
	1	2	3	4
1. Has advanced ability as independent problem-solver, using stored knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Applies new learning in different contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Displays unusual skill in putting together objects, or new or difficult puzzles, without relying on trial and error.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is systematic when approaching tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Displays high level of planning and/or prediction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Enjoys intelligent risk-taking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Sees alternative ways of doing things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is intensely curious about a variety of things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Asks probing what, how and why questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Learns quickly from mistakes that are made by self or observed in others' behaviour; and avoids making the same mistake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Loses interest in tasks unrelated to own interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Displays boredom with imposed repetition or routine, through low quality work or non-cooperation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Displays independence; or stubbornness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Expresses doubt in own ability to produce perfect result, resulting in reluctance to attempt new task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Is sceptical; critical; evaluative; or quick to spot inconsistencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

III CREATIVITY

	rarely/never 1	occasionally 2	frequently 3	almost always 4
1. Sees relationships, discrepancies, or humorous situations not understood by other children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is unusually or highly inventive in fantasy, verbal, artistic, constructive, or musical expression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Has long attention span for creative activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Draws a variety of things, not just people, houses, flowers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Displays highly developed appreciation of art or musical activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Easily repeats and discriminates rhythm patterns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Plays with/manipulates rhymes, and/or language, pronunciation, ideas, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Demonstrates planning in composing constructive or art work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Spontaneously makes up stories, especially elaborating new experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Gives unique, clever or humorous responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Generates many different ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is very resourceful in avoiding unpleasant tasks or situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Has high interest or ability in cultural activities; e.g. poi, sasa, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Is unusually attentive to features/changes in the environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

IV SOCIAL COMPETENCE

	rarely/never 1	occasionally 2	frequently 3	almost always 4
1. Associates with older children, gifted peers or adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Shows leadership abilities either overtly; by example; or unobtrusively in the background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is sought out by other children for ideas, decisions, information, or companionship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Accepts responsibilities beyond those usual for age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Displays sensitivity /compassion for others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Has strong influence over others in desirable or undesirable ways; appears to have mana amongst peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Modifies language or voice pitch for less mature children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Exhibits a surprising intensity of response, e.g. to perceived injustice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Willingly shares own skills or knowledge, solicited or unsolicited.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Shows skills in interpreting nonverbal language and social cues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Displays conflict and frustration with other children, leading to social isolation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is critical of self and/or others; displaying high expectations of performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Cunningly manipulates people or situations to own advantage; or displays highly disruptive behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Is very talkative, and talks above heads of age peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes: