

Appendix 2

Gifted and Talented Education Policy

Gifted and Talented Checklist
For parents of Early Years children

Date: / /

Child's Name _____ Child's DOB _____
Your Name _____ School Name _____

Things my child has done

- Carefully read each of the following descriptions. Each description is followed by a series of examples; use the examples to help understand the descriptions.
- Decide how much you agree your child is like the description. Mark your agreement on the ratings scale from Strongly Agree (SA) to Strongly Disagree (SD).
- Circle one number for each description. Then, tell us about a time when your child did the things in the description. Try to recall specific incidents or examples about your child. Feel free to add extra pages of stories or examples to tell us more about your child.
- If you are unclear or haven't noticed how your child compares to an item, circle 'Unsure or don't know'.

This child:

1. Has quick, accurate recall of information.
(e.g. remembers complex happenings and describes them long afterwards in clear details; learns notes and words to songs quickly; remembers landmarks and turns on the way to familiar places)

SA 10 9 8 7 6 5 4 3 2 1 SD

Unsure or don't know

A personal example:

2. Shows intense curiosity and deeper knowledge than other children.
(e.g. insatiable need to know and explore; later on he or she collects things and then learns all he or she can about them; remembers things in great detail)

SA 10 9 8 7 6 5 4 3 2 1 **SD**

Unsure or don't know

A personal example:

3. Is empathetic, feels more deeply than other children that age.
(e.g. feels unusual hurt or pain when he or she displeases someone; shows pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language)

SA 10 9 8 7 6 5 4 3 2 1 **SD**

Unsure or don't know

A personal example:

4. Uses advanced vocabulary.

(e.g. correctly uses vocabulary adults would expect from older children; surprises adults and children with big words they use; knows more words than other children; stops to ask about new words then remembers them and uses them correctly later)

SA 10 9 8 7 6 5 4 3 2 1 **SD**

Unsure or don't know

A personal example:

5. Began to read, write or use numbers early.

(e.g. early interest in the alphabet and or numbers; liked to imitate writing as a toddler; copied letters, words or numbers; learned to read or count early without formal instruction; developed computational skills earlier than others)

SA 10 9 8 7 6 5 4 3 2 1 **SD**

Unsure or don't know

A personal example:

Reference: Michael Saylor, Investigation of Talented Students, University of North Texas, Denton TX